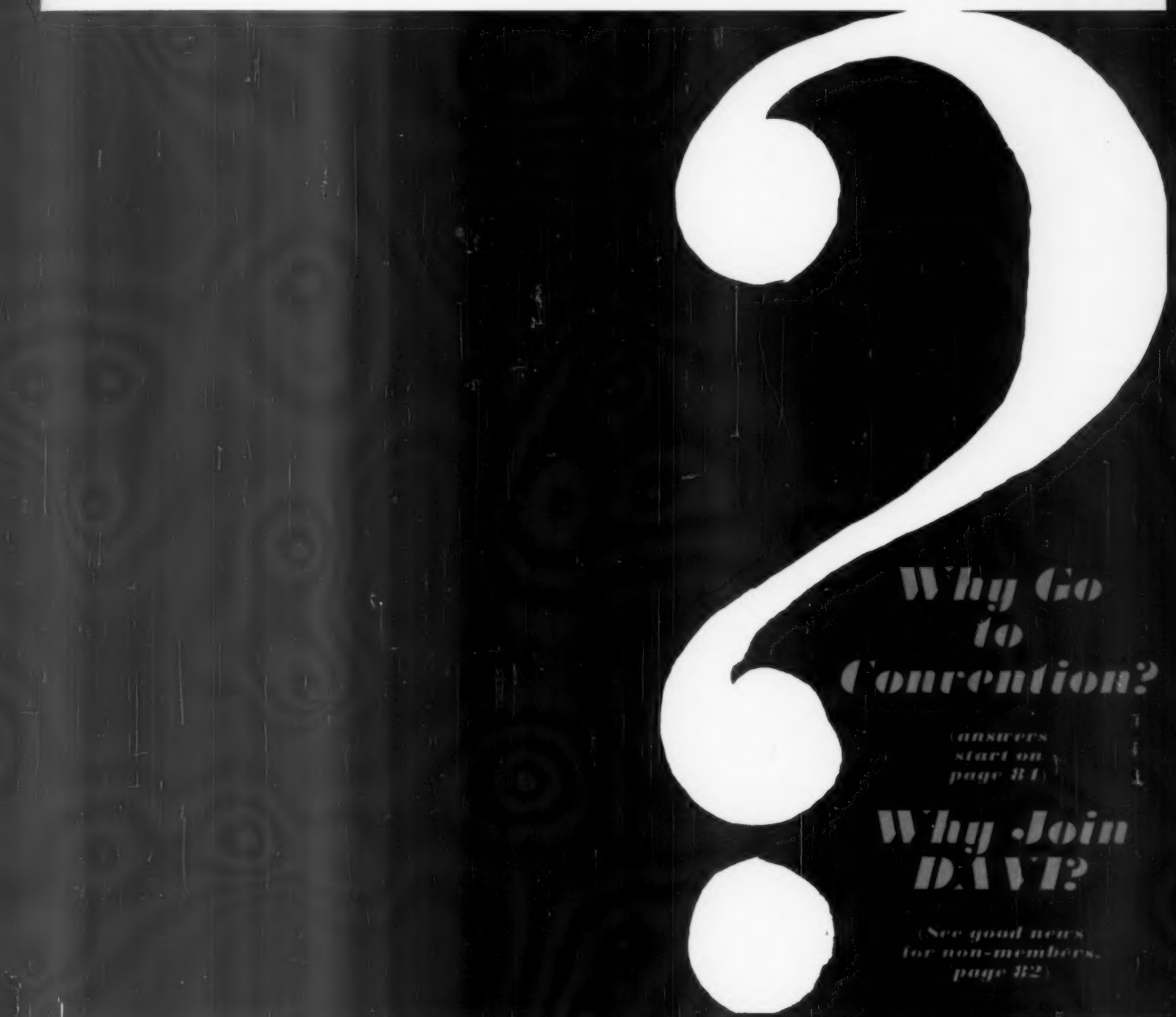
MARCH • 1961

AUDIOVISUAL INSTRUCTION

Published by the department of audiovisual instruction, NEA

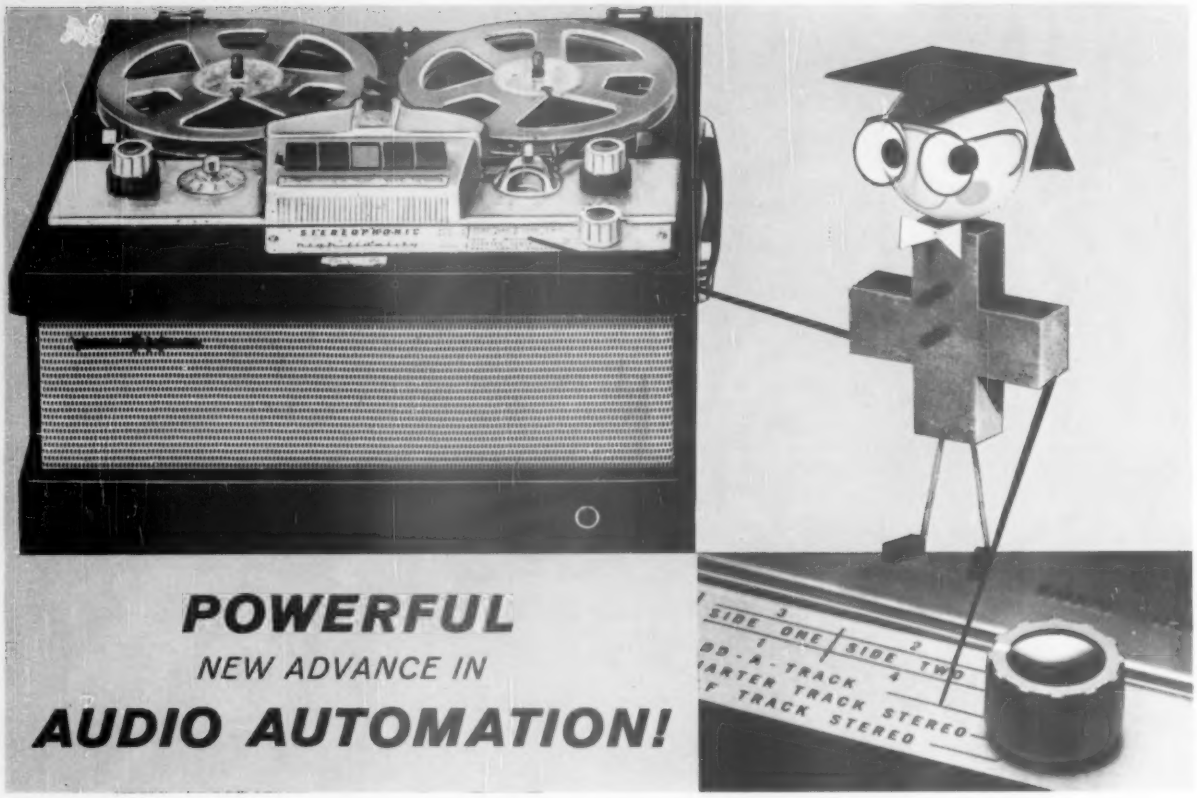


Why Go to Convention?

(answers start on page 84)

Why Join DAVI?

(See good news for non-members, page 82)



POWERFUL
NEW ADVANCE IN
AUDIO AUTOMATION!

"ADD+A+TRACK" by V-M

NOW – TEACHING AND SELF-TRAINING BECOMES EASIER THAN EVER BEFORE!

More and more the Tape Recorder plays an extremely important role in modern teaching methods. The new V-M 'tape-o-matic'® 4-Track Stereo-Play Recorder opens vast new avenues for teaching and learning. This tape recorder, with "Add+A+Track" control, offers still more cogent opportunities for powerfully effective teaching methods!

- **DEVELOPS ORAL SKILLS AND PROMOTES RETENTION!**
- **EXCELLENT FOR LANGUAGE, MUSIC AND SPEECH STUDENTS — SPEEDS LEARNING!**
- **BENEFITS TEACHERS — SAVES TIME AND ENERGY!**

HOW "ADD+A+TRACK" WORKS...

The teacher records instructions on one track. At any later time, the student records on another track while *listening* to the first track. On playback, both recordings are heard *simultaneously!* Students' recordings may be made repeatedly without affecting the instructional master track in any way!

V-M 'tape-o-matic'® 4-Track Stereo-Play Tape Recorder with "Add+A+Track" Control Model 720..... **$225.00** LIST*

V-M ALSO OFFERS A COMPLETE **"AUDIO LEARNING CENTER"** PROPOSAL — FROM ONE UNIT TO AS MANY AS YOUR LANGUAGE LABORATORY REQUIRES.

*Slightly Higher West

SEE, HEAR, TEST IT AT YOUR V-M DEALER'S TODAY!

V-M CORPORATION — Dept. AV 305 Territorial Road – Benton Harbor, Michigan
Please send me additional information, without obligation, on V-M Tape Recorders and "Audio Learning Center" proposal.

NAME_____

ADDRESS_____

CITY_____ ZONE_____ STATE_____

the Voice of Music®

V-M CORPORATION • BENTON HARBOR, MICHIGAN

KNOWN FOR THE FINEST IN RECORD CHANGERS, PHONOGRAPHS AND TAPE RECORDERS

". . . to help improve instruction through the more effective use of materials."

VOL. 6 NO. 3 *MARCH 1961*

AUDIOVISUAL INSTRUCTION

Contents

84 **"So Much Usable Knowledge in Such Short Time"**
Convention Report

92 **Let's Play "Type the Talent"**
I. Keith Tyler

96 **New Facilities at Purdue**
Elton Hocking

98 **Bringing Art Treasures to the Classroom**
Raymond S. Stites

104 **A Pattern for Cooperative Activity**
William C. Miller

106 **Education Outlook Bright in This Session**
Legislation Report

108 **Revision Sought on All NDEA Titles**

116 **DAVI Participates as AOTE Affiliate**
W. R. Fulton

118 **Teacher Educators Confer on New Media**
Sheila Bushkoff

EDITORIAL COMMENT

120 **Song of Dee-ay-vee-i**
Anna L. Hyer

DEPARTMENTS

79 **Clips**

81 **Professional Placement**

82 **Membership**

100 **Looking at New Literature**

102 **Equipment**

EDITORIAL STAFF

EDITOR Anna L. Hyer

MANAGING EDITOR Alice Finstad

EDITORIAL ASSISTANT Virginia G. Sturwold

ART DIRECTOR Joe Jacobs

CIRCULATION MANAGER Florence Ih-Chi Fan

MATERIALS AND EQUIPMENT
Robert H. Burgert and William H. King

LOOKING AT NEW LITERATURE
Edward T. Schofield

ADVERTISING SALES

1201 Sixteenth Street N.W., Washington, D.C.

ADVERTISING MANAGER J. J. Faber

ADVERTISING ASSISTANT Clara Hayden

REPRESENTATIVES

EAST Mead Irwin Associates
520 Fifth Avenue
New York 36, N.Y.
YU 6-9781

MIDWEST Stanley J. Smith
400 W. Madison
Chicago 6, Ill.
RA 6-6757

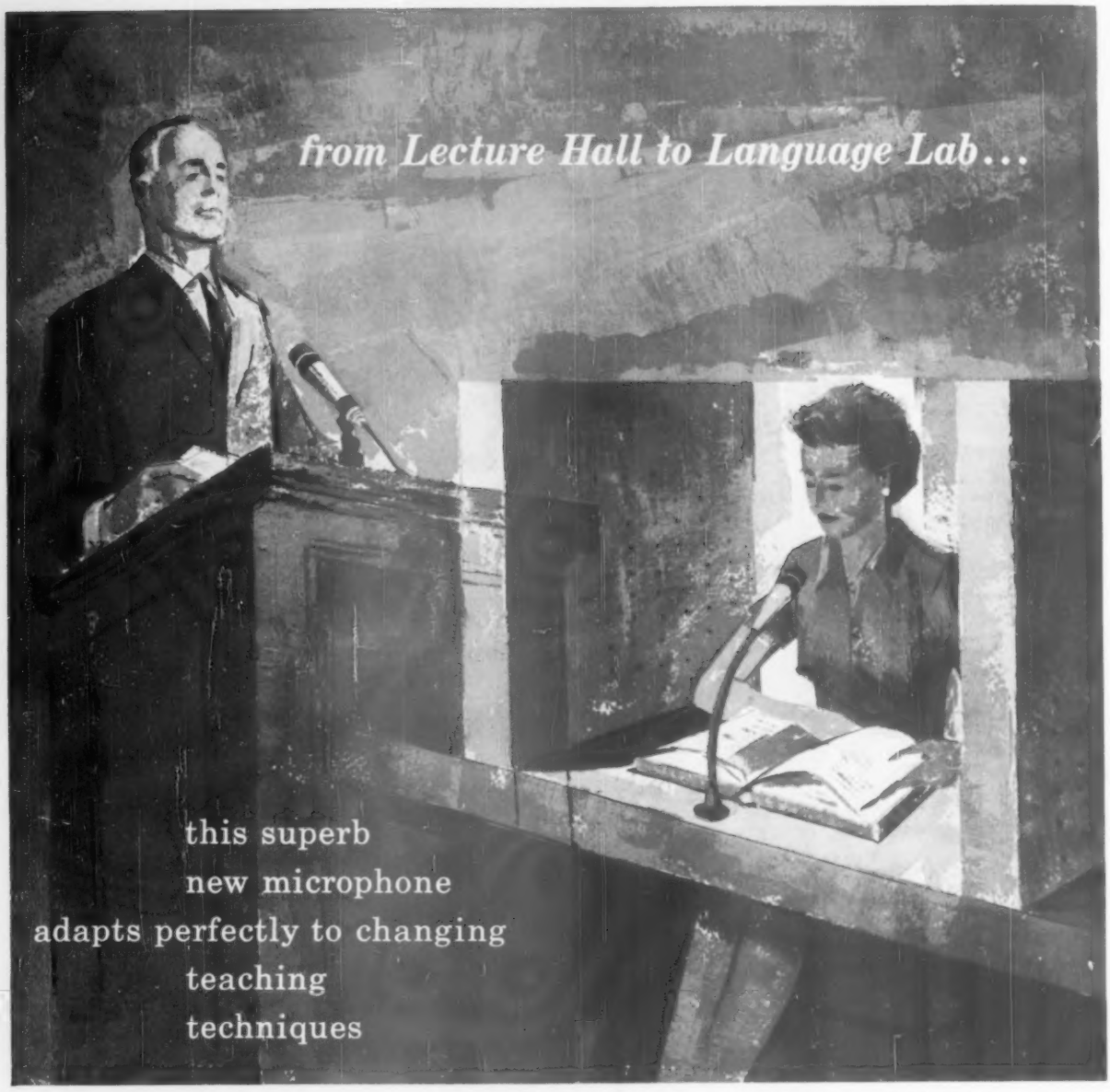
WESTERN Chris Dunkle Associates
2506 West Eighth Street
Los Angeles 5, Calif.
DU 7-6149

AUDIOVISUAL INSTRUCTION is published monthly except July and August by the Department of Audiovisual Instruction of the National Education Association of the United States, 1201 16th Street, N.W., Washington 6, D. C. AUDIOVISUAL INSTRUCTION goes to all members of the Department; membership dues including AUDIOVISUAL INSTRUCTION, $7 ($2 of which goes to AUDIOVISUAL INSTRUCTION); Single copies of AUDIOVISUAL INSTRUCTION, 50 cents, annual subscription, $4. Second class postage paid at Washington, D. C. Copyright 1961, Department of Audiovisual Instruction, NEA. All articles are contributed.

EDITORIAL BOARD: Chester D. Babcock, James W. Brown, James H. Davis, June Dilworth, Carolyn Guss, Horace C. Hartsell, Wanda Johnston, Virginia E. Kelly, Ford L. Lemler, Samuel A. Madden, Clyde K. Miller, Barry Morris, William B. Sanborn, Beatrice S. Simmons, Harry J. Skelly, Pauline D. Smith, Constance Weinman.

DAVI EXECUTIVE COMMITTEE: James D. Finn, President; Ernest Tiemann, President Elect; Clyde K. Miller, Vice President; Walter S. Bell, Past President; E. Dudley Parsons; Virginia E. Kelly; Ralph H. Hall; Horace C. Hartsell.

EDITORIAL ADVISORY BOARD. David P. Barnard, Wisconsin; Robert Bauman, Minnesota; Harold W. Coman, Washington; Amo De Bernardis, Oregon; Earl Dible, California; George W. Forbes, New York; W. R. Fulton, Oklahoma; Carolyn Guss, Indiana; Ralph H. Hall, Ohio; James E. Harbin, Florida; Kenneth McIntyre, North Carolina; Pierce E. Patterson, California; Lewis Saks, Michigan; David Silverstone, Connecticut; Beatrice S. Simmons, Illinois; Irving S. Spigle, North Dakota; Nelle Still, Georgia; Pinkus Sugarman, New York; Ernest Tiemann, Texas; A. W. VanderMeer, Pennsylvania; Elizabeth M. Wilson, Long Island.



A lecture is only as good as it sounds—and how it sounds depends first and foremost on the microphone. In designing the superb new Unidyne III microphone, Shure incorporated every feature that experience shows modern institutions need.

IT FOCUSES ON THE VOICE. Unidirectional pick-up pattern (from the front only) suppresses random background noise. Students hear *you*, not shuffling papers, not footsteps, not street noises. Completely controls annoying feedback "squeal."

UNPRECEDENTED VERSATILITY. Unobtrusive size, light weight, instant change from stand to hand, faithful response, extraordinarily rugged design, simplicity and utter reliability combine to make the Shure Unidyne III the most practical institutional microphone ever created.

SPECIAL LANGUAGE LABORATORY MODEL. Model 544—Highly and authoritatively recommended for master microphone in language lab. (Shure also makes a lower cost Model "425" "student-proof" microphone for use throughout language laboratory systems.)

write on your letterhead:

SHURE BROTHERS, INC. 222 Hartrey Avenue, Evanston, Illinois

THIS FREE BOOKLET WILL HELP YOUR LECTURERS. Improves their microphone techniques . . . helps solve common public address system problems, too. A basic guide to mastering microphone technique. Invaluable guide to the correct selection of microphones for improving public address systems.

UNIDYNE III *by* SHURE

MANUFACTURERS OF THE WORLD FAMOUS UNIDYNE MICROPHONE . . . THE MOST REQUESTED MICROPHONE AMONG PROFESSIONAL SPEAKERS

The President's School Bill: On February 20 President Kennedy sent his message to Congress recommending a three-year program of general Federal assistance for public elementary and secondary classroom construction and teachers' salaries. The same day Dr. Carr told the press: "The National Education Association will support the President's program without 'ifs' and 'buts'." The program assures every state no less than $15 for every public school student in average daily attendance. Total amounts of $666 million the first year, rising to $866 million over a three-year period, would be distributed according to an equalization formula based on needs of states. The bill also asks authorization of loan funds for college facilities and for a scholarship program administered by states--these to supplement but not supplant assistance programs now in operation. Subsequently the President will ask Congress to "amend and expand" the Student Loan and other NDEA provisions. President Kennedy's proposal faces a tough fight; Dr. Hyer joins with Dr. Carr in asking for your immediate and vocal support. Will you contact your senators and congressmen--now.

Resolutions Deadline: DAVI members who want to submit resolutions for adoption at the Miami Convention must have them in the hands of Resolutions Chairman Don Williams by April 1. Address Dr. Williams as Director of Audiovisual Instruction, University of Kansas City, Kansas City, Missouri. (Resolutions involving policy are considered by the Executive Committee before they go to the Business Meeting.)

The New Commissioner: From Don Brumbaugh at the University of Utah we have this word on Dr. McMurrin, the new U.S. Commissioner of Education: "He has served us well here as professor of philosophy, dean of the college of letters and science, and, for a short period this year, as academic vice president. He is a very capable gentleman and I am sure will handle the Washington assignment with distinction."

The Revolution in Classroom Communications has reached the Nation's Schools, as witness the 28-page section in the February issue. Among contributors to the symposium on "The Audiovisual Tools of Learning" are: Walt Wittich, Don White, Bob Snider, Kenneth Komoski, Elton Hocking, Ernest Tiemann, Anna L. Hyer, Charles Schuller, and C. Walter Stone. Reprints can be had for 35 cents (30 cents if you order more than 200). Send requests to Arthur Rice, Editor, Nation's Schools, 919 N. Michigan Ave., Chicago 11. . . See also the National Elementary Principal for January in which DAVI writers and AV minded principals contribute a 30-page section. 75 cents from the Department of Elementary School Principals, 1201 Sixteenth St., N.W., Washington 6, D.C. Quantity discounts.

Sellout: DAVI's teaching machine book (Lumsdaine and Glaser) is now well into its second printing. A supplement is being planned for about two years hence for which the editors are already collecting papers. (See page 82 for note on new teaching machines department for AVCR.)

Constituent Member: DAVI will be represented at the spring meeting of the Learning Resources Institute following a recent invitation to affiliate as a constituent member.

Teaching Science Tomorrow: The Frontiers of Science Foundation of Oklahoma, Inc., in cooperation with the Oklahoma state department of education and the Oklahoma state regents for higher education sponsored a symposium on "Tomorrow's Teaching" in Oklahoma City, January 13-14. Involved in the planning were W. R. Fulton and Anna L. Hyer.

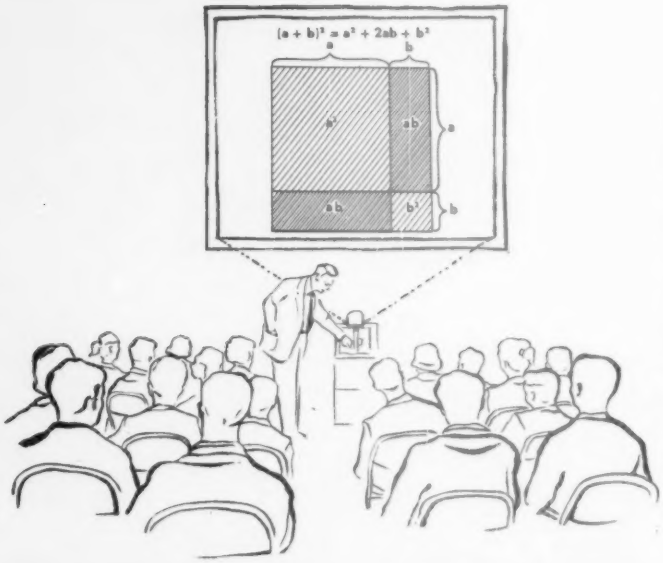
The Audio-Visual Equipment Directory is Out! It's the seventh edition with over 250 big (8½ x 11) pages. $4.25 if money accompanies order; otherwise $4.75. $3.75 on 10 or more copies. From the National Audiovisual Association, Inc., Fairfax, Va.

Maytag Sponsors Miami Trip: Mrs. Catharine Craven, second-grade teacher at Washington School, Newton, Iowa, will attend the DAVI Convention through the courtesy of the Maytag Company Foundation. Mrs. Craven received one of five convention grants awarded Newton educators by the Foundation.

Art Spot on page 100 comes from Television for Children (the Foundation for Character Education, Boston). Artist is Walter Lorraine. . . Next Month AVI prints its first issue on the teaching machine theme. (It appears that some teachers have been quietly experimenting with programmed texts for several years. The April AVI will report on some of these "homemade" versions.)

MAKE YOUR OWN SLIDES

with the new
Tecnifax Slidemaster System



The Tecnifax Slidemaster System is an integrated process for producing Diazochrome multi-colored slides for overhead projection . . . from the original drawing through mounting of the slide. No special skills are required . . . rudimentary techniques produce dramatic, colorful, professional-looking transparencies.

PROTO-PRINTER . . . a compact, portable, platen printer, weighing only 37½ lbs . . . equipped with a readily-replaceable photo-flood lamp, controlled by an automatic exposure timer.

"PICKLE-JAR" DEVELOPER . . . a simple, trouble-free ammonia-developer, with a new, hinged lid for rapid, fume-free insertion and removal of films.

TECNIBOARD . . . a basic component of the system, used for preparation of masters, as a platen for exposures, and for mounting of slides.

FOR ADDITIONAL INFORMATION

For additional information and prices, please write to Section TS, Visucom Laboratories, Tecnifax Corporation, Holyoke, Massachusetts. Please indicate in your letter the nature of your interest in Visual Communication activities.

INTRODUCTORY KIT . . . contains enough Diazochrome film, mounts, and accessories to produce *ten* five-color transparencies . . . *plus* instruction manual and Diazochrome Color Guide.

TECNISTAPLER . . . special, heavy-duty stapling pliers for hinging overlays on dynamic transparencies.

TECNIFAX
CORPORATION

Manufacturers of
Visual Communication
Materials
and
Equipment

HOLYOKE, MASSACHUSETTS

PROFESSIONAL PLACEMENT

If you wish to use these columns to find employment or fill a position, please write to Robert C. Snider, Department of Audiovisual Instruction, 1201 16th Street, N.W., Washington 6, D.C. If you wish to investigate any of the opportunities listed below, address your inquiry to the assigned box number, in care of the Department of Audiovisual Instruction at the above address. Your letter must be addressed to one box number only. When it is received at DAVI headquarters your letter will be forwarded immediately to the employer or employee assigned to the box number indicated by you. Further correspondence will be directly between you and your prospective employer (or employee, as the case may be).

POSITIONS

Graphics Designer: Man or woman; bachelor's degree with specialization in fine arts; 3-5 yrs graphic designing experience; prefer person with supervisory experience. Duties involve designing graphic materials (transparencies, charts, slides, movies, filmstrips, etc.); evaluating visual materials submitted by teachers and supervisors; conducting training programs for teachers and AV directors; and possibly carrying on research in evaluation of graphic materials and methods. Open now, $8220-$9870, eastern US. Box No. P-15.

Materials Consultant: Man or woman, master's degree or doctorate; no specific academic field required. Position is essentially liaison function between college audiovisual department and faculty. Candidate must know role of teaching materials and understand mechanics involved in their use. Not production job, but person should be able to perform basic requirements. Knowledge of commercial sources is implicit; patience, tactfulness and friendliness are prime. Most important is inherent creativity in analysis of specific teaching problems and subsequent solution by visualization techniques. $7500, open September 1, Midwest. Box No. P-16.

APPLICANTS

AV Director or College AV Position: Curriculum-AV specialist with particular understanding of integrating AV and science curriculum. Ed.D.; 12 yrs science teaching (biology and chemistry); 3 yrs as assistant professor in charge of AV program in laboratory school. Photography experience; several publications. 38, married, 3 children. Available September 1, $9000 up; Florida or Southwest. Box No. A-21.

Director of Curriculum and/or Instructional Materials, AV Coordinator, or College AV Position: Man specialized in curriculum, instruction, and audiovisual education; will receive Ed.D. in August. 7 yrs teaching (elementary, high school, and college), 4 yrs administration (elementary and high school). Subject areas include high school social studies and business education. 33, married, 4 children. Available August, salary open, anywhere US or abroad. Box No. A-22.

TV Programming and Production: Woman specialized in education, art, writing, and televising. Prefers job allied with writing for children. Master's degree in education, bachelor's in music. 10 yrs teaching (kindergarten, elementary, retarded, gifted); 2 yrs houseparent in orphanage; office experience; has written, produced, and televised TV series for children; foreign travel, including summer courses at University of Edinburgh. 34, single, available immediately, will go anywhere. Box No. A-23.

College Instructor or Instructional Materials Consultant in Public Schools: Woman specialized in utilization, evaluation, and organization of instructional materials. Ed.D.; 10 yrs experience as instructor of audiovisual education and instructional materials at college level; 6 yrs college film library; 6 yrs high school teacher and librarian; summer school instruction on 6 campuses. Editing experience (catalogs, bulletins, film narrations, scripts); has also published articles and monthly AV column. 40, single, available July, salary open, Midwest or Pacific Northwest. Box No. A-24.

Director of AV or Radio-TV: Man; diversified experience mostly at college level, specialist in closed-circuit TV and AV programs; MS; 4 yrs teaching in radio, TV, AV courses; established and built FM station; planned and implemented closed-circuit TV facilities; supervised complete on-campus AV service at college level; co-author 2 research projects; 30; married, 2 children; June 61; $6500; any area relatively high and relatively dry. Box No. A-25.

AV Director or College AV Position: Director of small college AV center desires more challenging position. Graduate of major university with MS in audiovisual education. Background in still photography and film and TV production. Presently responsible for AV courses in teacher education, all still and motion picture photography, and purchase of all AV equipment. 28, married, two children, $6500 up, location open. Box No. A-26.

DAVI: BEST MEMBERSHIP BUY IN EDUCATION

NON-MEMBERS of DAVI will probably get to heaven with as little trouble as those who regularly pay their $7 and $12 dues; it's what they are missing here below that worries us. That is why each fall we appoint a national chairman to organize an intricate membership machinery.

That too is why every area, state, and sub-state chairman is carefully chosen; he has to be someone with answers when non-members ask: "What's in it for me?"

An answer as convincing as any, it seems to us, is presented in the story of the Miami Convention on the next pages. How can any organization that serves you so well in five short days fail to meet your professional needs the other 360? Conventions have become an important part of professional growth in the education field. This is particularly true for members who make them a yearly pilgrimage, increasingly participating in the discussions, panels, and symposiums, until finally, when asked to make a presentation, they dig deep into their own resources to come up with a contribution that will match the next guy's in the general outpouring. It follows that, if conventions are as necessary to professional well-being as they seem to be, then the wisest choice is the organization whose conventions are forums of importance.

Of a piece with its Convention are DAVI's two periodicals which are continually expanding, each in its own sphere (professional placement as a new service this year in AVI, and extended research coverage in AVCR, to begin shortly). DAVI recently signed a contract with the U.S. Office of Education for abstracting and publishing all completed Title VII research. Quantity compilations will be bound into *AVCR* thus giving systematic coverage to this vast area of research and adding 16 to 20 pages to the journal.

Starting in the March-April issue, *AVCR* will also publish regularly a department on teaching machines and programmed learning edited by A. A. Lumsdaine.

The $12 member who religiously reads AVI and *AVCR* (as well as other publications made available free in Service Packets and otherwise at a discount) will not only be well informed—he will be some kind of a communications expert in his school system. Recently an audiovisual director wrote: "A note of appreciation for the most recent DAVI information packet. There were a couple of items there I wanted to see—it is an outstanding organization which can anticipate the needs and interests of its members."

While dispensing information is one of DAVI's major functions (as Roy Frye, New Mexico Chairman, writes in his newsletter: "We're not asking you to join and work—just join and be informed"), DAVI is also a collector of information and a stimulator of original thinking (the latter through seminars and conferences which often result in publications).

These are benefits of an intangible nature, but ask yourself how rewarding would be your membership without the work of the Research, the Standards, Buildings and Equipment, Professional Education and other committees whose projects and studies have added to your fund of expertise? (More tangible are the fruits of the Legislative Committee, as for example, last spring when their efforts helped kill the postal rate increase bill which would have affected educational and library materials.)

"Agreed," you may say, "but how do I convince the beginning coordinator, the classroom teacher?"

AVI Good Starting Point

Probably, first of all, through the organization magazine. We know this works because we've sent pre-service teachers out of the national office, happy with sample copies covering everything from how to make felt-boards to the proper use of film in the classroom plus several articles on the philosophy underlying audiovisual instruction.

Remember that before you became a media specialist you were once a coordinator, or perhaps a teacher with a bent for instructional materials, and certainly, no serious teacher today can remain impervious to the new media. The moment he is made aware of this, DAVI becomes for him a promising professional outlet—he can learn from the organization and, through its channels, make his voice heard.

It was just for this purpose—to

Visitors from overseas almost invariably see the advantages of DAVI membership. Here G. H. Saraiya, director of Films Division, Indian Government, examines a recent issue of AVI *with Florence Fan, DAVI membership director. New Member Saraiya also bought all back issues of AVCR for the Indian Government's research library. On a tour of audiovisual centers in U. S., Canada, and Europe under a UNESCO fellowship, Mr. Saraiya stopped in Washington after three months with Norman McLaren, National Film Board of Canada.*

make teachers and coordinators aware of the opportunities offered by DAVI—that the School Library Service Plan was devised. Through the Service Plan a school or library can take out a membership in the name of a teacher, librarian, or coordinator, and the school receives regularly all materials sent to DAVI members. Thus teachers at no cost to them are introduced to AVI and DAVI's other free and discount publications, the service packets, consultative services, and opportunities for professional interchange.

Saturation Programs

Throughout the country at this moment many membership chairmen are carrying on vigorous information programs. From Iowa, Robert Paulson, AVEAI chairman, writes that DAVI materials have been sent to all county and city superintendents; all high school and junior high school principals; all elementary principals; all state association members; all 1960 DAVI members not paid up (Dr. Fan sends out this information to membership chairmen regularly); and all college and university personnel.

In Texas, as reported in January, State Membership Chairman Nettie Shaw and Ernest Tiemann developed a master plan of activities for two years to insure saturation coverage for their state.

In New Mexico, Roy Frye has staked out four sections (as bisected by two main highways) and assigned each quarter to a team of two workers to inform all principals and superintendents about the school service plan. In South Carolina through the cooperative efforts of J. K. East, L. G. Rackley, and Membership Chairman S. C. Hawkins, every principal in the state is being asked to sign up his building coordinators as DAVI members.

The national office is confident that DAVI, given a widespread program of information, will sell itself. As a testimonial to this faith comes a success story from John A. Pritchett in North Carolina who has had this request from a college for women in Virginia: "On November 23 you were kind enough to send us a list of publications and services available to us. . . . Would you please send this same information to the following so that they may also receive these advantages." The request was followed by a list of eight institutions with addresses in Colombia, Canada, France, Spain, and England.

In the January issue, National Chairman Carlton Erickson called for ideas on how "a single phone call might set off a chain reaction." The above request seems to be a good example, and apparently no magic was required.

SOUND LEARNING *through* LIVING SOUND

LANGUAGE LABORATORIES BY RHEEM CALIFONE

- The most reliable, advanced and scientifically engineered electronic instruction centers.
- Designed for maximum teacher/student productivity.
- Every desired variety of hum-free clear toned communication.
- Adaptable components for permanent or portable installations.
- Maximum ease of operation, "tamper-proof" durability.

Design and functions of the Console assure the teacher's convenience, comfort and positive fingertip control over each classroom situation.

Contact your Rheem Califone Language Laboratory dealer, or write Dept. AVI-3 for free catalogue.

Keep pace with Rheem califone CORPORATION

1020 N. LA BREA AVE., HOLLYWOOD 38, CALIF.

FOREMOST MANUFACTURER OF SELECTIVE AUDIO-VISUAL PRODUCTS FOR EDUCATION

The March Alert

Remember Project DAVI Telephone on March 21. Here's the plan:

- Pick up your telephone, dial one new prospect.
- Speak persuasively for DAVI.
- Ask your prospect to send his dues direct to you for transmittal to DAVI (or develop some other means of positive proof that you have your man).
- Report your success to the national office.

New Educational Thrust

Dear Editor: One of the interesting words used in describing new ideas today is "thrust" as in the phrase "thrust of learning theory, especially as it bears on classroom practice . . ." It is obvious that the newest thrust in education involves a student's extended forefinger and a push-button. In former years it involved an extended forefinger on the part of the teacher.

—DANIEL S. LIRONES
UNIVERSITY OF MICHIGAN

"so much usable knowledge in such short time"

AMONG CONGRATULATORY letters reaching the national office after the Cincinnati Convention, some seemed more genuine than others because of their specificity. Reviewed now, they become a gauge by which to measure the impending Miami meeting and to answer the question on the cover: "Why go to the Convention?".

"I doubt," wrote one delegate, "that I could have profited so much in any other way in such short time."

Another commented simply: "So much usable knowledge in such short time."

Television Opportunities

This year the time is equally as short, with the knowledge packed in tighter than ever. Television opportunities will include both open- and closed-circuit, the Dade County community station offering excellent facilities for delegates interested in the former. To this end (as reported in January) an ETV conference has been scheduled each day from 11 a.m. to 1 p.m. Participants will watch telecasts that go into the Dade County schools on a regular daily schedule—either 10th-grade biology or 11th-grade English, depending on their choice. The one difference will be the addition of a materials production staff from the AV center at the Florida State University. The panel of consultants representing NAEB, ASCD, and DAVI, who will join in the discussions before and after each telecast, are: Katherine Culver, Curtis Knowles, Betty Pilsbury, and Margaret Treiman, all of the Florida ASCD; Rudy Bretz, Wanda Mitchell, Bernarr Cooper (Florida State University), and Jean Eicks (WYNE, New York City) for NAEB; Lee Campion, Phil Lewis, James L. Page, and Harold Wigren, DAVI. (As readers will recognize, the TV panelists are persons whose experience and interests fall both into utilization and originating the telecast.)

Registration Chairman Otis McBride reports that 48 percent of delegates pre-registered so far have signed up for this conference coordinated by Joe Hooten and Clif Mitchell and assisted by the staff at WTHS-TV.

As reported last month the "first steps in planning for closed-circuit television" will be covered in a concurrent session Thursday afternoon by such experts as Wanda Mitchell, Phil Lewis, and Robert Reed.

These learning sessions in ETV will be topped off with one on radio for which Chairman William Harley, NAEB president, has secured top men to consider the several aspects of his concurrent session theme, "Developments and Trends in Educational Radio." Albert P. Fredette, manager of WAMC-FM Albany Medical College will discuss two-way radio; Hartford Gunn, manager of WGBH-FM-TV, Boston, will discuss live interconnected radio networks; Burton Paulu, manager of KUOM-AM, University of Minnesota, will speak on new findings in audience research; and Les Dreyfus, Wayne State University, will treat international radio.

Foreign Language Teaching

Language teaching will be covered in the demonstrations and clinics. Elton Hocking whose presentation won acclaim two years ago at Seattle will be back to conduct a clinic Tuesday evening with the assistance of Joseph C. Hutchinson, specialist for foreign langauges at the U.S. Office of Education, and George E. Smith, state supervisor of foreign languages for Title III in Indiana. Dr. Hocking comes this year with the added experience of having installed, as head of Purdue's language department, one of the most up-to-date language learning plants in existence. In his description

Robert O. Hall

THE 1961 NATIONAL CONVENTION COMMITTEE

Chairman: ROBERT O. HALL, Director of the Audiovisual Center, State College for Alameda County, California

RUSSELL BAGLEY, Supervisor, Instructional Materials, Sarasota County Schools

JOHN BORZA, Chief, Bureau of Visual Education, Cleveland Public Schools

J. C. FITZGERALD, Director, Division of Continuing Education, Oklahoma A&M

ROBERT C. GERLETTI, Audiovisual Director, Los Angeles County Schools

ROBERT HEINICH, Audiovisual Director, Colorado Springs, Colorado

LEONE H. LAKE, AV Coordinator, South Beach Elementary School, Miami Beach

F. JOSEPH LAMPING, Supervisor, Visual Aids Exchange, Cincinnati Public Schools

F. EDGAR LANE, Supervisor, Instructional Materials, Dade County, Florida

MERLIN J. LUCIA, Audiovisual Director, Green Bay, Wisconsin

OTIS MCBRIDE, Audiovisual Director, Florida State University

EDWARD R. MCMAHON, Audiovisual Director, Mankato State Teachers College, Mankato, Minnesota

WALTER J. MARS, Associate Director for Administration, Audiovisual Center, Syracuse University

EDWARD MINOR, Graduate School, Florida A&M, Tallahassee

DONALD W. SMITH, Audiovisual Director, Kansas City, Missouri

ROBERT W. WAGNER, Director, Motion Picture Division, Department of Photography, Ohio State University

of these new facilities on page 96 Dr. Hocking writes: "In short, AV materials are primary and the book is an aid." Delegates will want to hear more about this philosophy as applied to language teaching.

Ruth Cornfield whose article, "Not By Sound Alone," appeared in the December issue of AVI, will conduct a demonstration Wednesday night of materials for language teaching. Dr. Cornfield, a consultant to the French Cultural Services in New York City, is a proponent of visuals and the cultural approach to language teaching.

Planning the Media Program

A clinic which brings together a host of experienced audiovisualists and should net more than its share of "usable knowledge" will be chaired by Lee Cochran Tuesday evening. Members of this symposium on "Fundamentals of Planning the Education Media Program for School Systems" are: Paul Reed, Mendel Sherman, Bill Fulton, Bob deKieffer, Marie McMahan, Carolyn Whitenack, Edgar Lane, O. L. Davis, Margaret Divizia, Frank Mason, Armand Hunter, and J. J. McPherson.

Appealing to a more specialized audience but equally productive should be the clinic on "Training for Film Production" with Melvin Brodshaug and Bob Wagner as consultants. Jack Tyo of RAND Corporation is chairman.

Among other learning sessions of note is a clinic on student projectionist clubs conducted by Fred Winston who is the author of a manual on this subject which DAVI hopes to bring off the press by Convention time. Robert Cox (Syracuse) and Dudley Parsons will act as consultants.

Carol L. Stewart, a teacher of retarded children at Monsey, New York, will demonstrate the tachistoscope; Mary Alice Hunt, instructor in audiovisual education and graphics specialist at Florida State University, will demonstrate the "transfer method." (Sometimes called the "lift" method, this is a process by which color can be transferred from a sheet of paper to a transparency.) William J. Quinly, audiovisual director, Florida State University, will demonstrate the utilization of disc recordings, and Carolyn Guss will conduct a clinic on materials selection.

"topics are ahead of events"

"UNERRINGLY THE TOPICS CHOSEN are pertinent and ahead of events in education," wrote a veteran of several DAVI conventions. The topics—and their exponents.

Harold B. Gores, president of Educational Facilities Laboratories, will appear on the platform with Lloyd Trump of NASSP and Harry Becker, superintendent of schools at Norwalk, Connecticut, for a session on "The New School," (the third general session Wednesday afternoon). Dr. Gores, as every one knows, represents the organization that is way out in front today in research and planning of school facilities. In this session he will extend his remarks to the future school plant as well. Dr. Trump, whose philosophy is largely reflected in the film *And No Bells Ring* (which raised eyebrows a few months back), will dwell here on the type of housing needed to fit his concept of future class distribution.

Dr. Becker will report on the Ford-financed team teaching experiment in the Norwalk elementary schools, which, according to *Grade Teacher* last June, has resulted in increased and effective use of audiovisual devices. (A clinic Tuesday evening conducted by Arthur Lalime and Bryce Perkins will expound further on the Norwalk experiment.) Reacting to this session will be A. J. Foy Cross who is likely to put a number of penetrating questions to the panel. Mode Stone, dean of education, Florida State University, is chairman of the session.

Self-Instructional Devices

The chairman of the second general session will be Edward Fry who prepared the bibliography on teaching machines brought out last spring by DAVI as a special supplement to *AVCR* and antedating by several months the larger volume by Lumsdaine and Glaser. Appearing for this session on programming for self-instructional devices will be Eugene Galanter, author of *Automated Teaching: the State of the Art,* who will present background and theory; Norman Crowder, who will bring the audience up to date on new developments in intrinsic programming (scrambled text); Harry F. Silberman of the System Development Corporation of Santa Monica, who has been experimenting with the use of computer to induce "machine responsiveness" in automated teaching (see the January-February issue of *AVCR*). Another participant, Kenneth P. Komoski, president of the Center for Programmed Instruction, New York City, has conducted experiments in the learning effectiveness of programmed texts versus mechanical teaching. In this session he will consider the non-verbal aspects of teaching machines. A. A. Lumsdaine will react to these varying approaches.

The State of Title VII

It is safe to guess that future historians of AV will assess more clearly than the present generation the impact of Title VII on instructional technology. Short-range results from Part B (the dissemination clause) are already visible in the aroused interest among non-media and "fringe" groups who have benefited from conference funds. (A case in point is the recent teacher education conference reported on page 118.) As always it is more difficult to measure the results of research,

but it can be assumed that all capable researchers in the field are, or soon will be, pursuing their interests with the aid of Title VII grants. For these reasons the present status of and future possibilities for Title VII are of continuing concern to members of the AV profession. On hand from the U.S. Office of Education for the last general session will be C. Walter Stone, Thomas D. Clemens and Seth Spaulding. Drs. Clemens and Spaulding will review Parts A and B, respectively. Dr. Stone will address delegates on "Title VII and Implications for the Future."

The Superintendent's Viewpoint

The rapid development of audiovisual media in the past five years has confronted school administrators with new problems. As team teaching is more widely accepted and teachers go into production of materials, even the physical facilities for AV are changing. E. W. Rushton, superintendent of the Roanoke City Schools, and Bernie Carmichael, superintendent of the Chattanooga Public Schools, will discuss the problems wrought by these changes, pointing up what they consider both negative and positive values in their audiovisual programs. (Dr. Rushton, whose school system is experimenting with programmed texts for teaching algebra as part of the EBF project for testing math materials, may have some added insights into the changes that will be called for in future instructional programs.) Forrest Conner, superintendent of the St. Paul Public Schools and president of the American Association of School Administrators, will serve as chairman, and Margaret Divizia, audiovisual director for Los Angeles County, will react to the superintendents' remarks.

Gores

Trump

Becker

Rushton

Lumsdaine

"you come in contact with the most progressive thinkers"

"YOU COME IN CONTACT with the most progressive thinkers in the field," wrote a program participant last year. At this Convention the opportunities extend to contact with leaders in other fields also and permeate the Convention program.

"The Tradition in the Iron Mask" is the title of the address with which Jim Finn will break tradition to deliver the keynote address as DAVI president. Finn, whose writings on technology have marked him in the fields of both education and communication, will at this session compare the conflict of the scientific and literary cultures within the intellectual life of the United States with the audiovisual and verbal means of communication. The session which starts the Convention proper off Monday evening will also honor DAVI past presidents and pioneer award winners. Charles Hoban is chairman. Tom Bailey, Florida state superintendent of schools, will greet delegates.

Impact of the Mass Media will be discussed by Kenneth Bartlett, Syracuse University (right). George Gerbner, University of Illinois (center), will chair session.

Shayon

Broadcaster and Educational Reporter

Robert Lewis Shayon is a contributing editor to *Saturday Review* who also comments regularly in a column on Radio-TV. Many readers will be familiar with his perceptive remarks and broad sociological outlook. He is also well grounded in the field of education. In 1958 he contributed to *SR*'s "Report from the Grassroots" with a lead article describing the nation's educational scene. As the result of six months of travel and research he is currently narrating a broadcast over the NAEB network, "Everybody's Mountain," which reports on leading experiments in the nation's schools and universities and which won him the NEA School Bell award at the Los Angeles Convention last summer.

He has worked with Edward R. Murrow on award-winning broadcasts on juvenile delinquency and atomic energy, and in fact has a long history of writing, directing, and producing radio and TV documentaries of a public service nature. He was the first radio-TV columnist for the *Christian Science Monitor* and is the author of a book, *Television and Our Children*, published by Longmans Green. Currently he is one of two

writers for *Meet the Professor,* the TV series produced by the Association for Higher Education and ABC.

From this background, Mr. Shayon will address the fourth general session Thursday afternoon on the topic, "The Communications Gap in the Classroom." John Beery, dean of education, University of Miami, will chair the session.

DAVI's International Role

Paul Welty, assistant secretary general of the World Confederation of Organizations of the Teaching Profession, will be guest participant Monday afternoon when the International Committee throws open its doors to Convention delegates. Dr. Welty will explain the framework of the WCOTP commission on international exchange of materials. DAVI expects this year to have a number of guests from foreign countries, many of whom will be audiovisual leaders in their countries. Dr. Welty's address will be followed by a panel of some of these foreign visitors. A full discussion will be conducted on the possibility of closer relationships between WCOTP and DAVI. As a result of groundwork laid during the year by Chairman Howard Kresge, the Committee and guest participants will explore also the possibility of conducting an international audiovisual meeting prior to the annual WCOTP Convention which is held in a different country each year. (New Delhi is the site chosen for this summer.)

After the Convention last year this magazine posed the question of DAVI's international role. The Committee on International Relations is taking definite steps at Miami to determine how far DAVI can move in this direction. Delegates with an international bent will want to sit on the deliberations beginning at 1 p.m. Monday, April 24.

Foreign AV Leaders

Opportunities to meet foreign audiovisualists will prevail on three other occasions. Thursday morning Harry Johnson of Virginia State College will conduct a concurrent session in which representatives of Brazil, Pakistan, Iran, and the Philippines will describe AV programs in their countries. Mrs. Nelly Branco, the Brazilian participant, is a former professor of sociology, currently associated with the Brazilian Ministry of Education; Muhammad Fateh is a publicity officer in Pakistan's Village AID Administration; Kambiz Mohit Mahmoudi is assistant professor of audiovisual education at National Teachers College in Tehran; and Jess Banguis is chief information officer, Community Development Program, Philippines. All four are studying at Indiana University.

Reacting to this panel in terms of what audiovisual directors in this country can do to cooperate and exchange information with other countries will be Don Williams.

Foreign Films

On Tuesday evening William Ulrich of the NEA Committee on International Relations will conduct a clinic on foreign audiovisual programs where foreign guests to the Convention will make up the discussion panel. Wednesday evening the DAVI International Committee is sponsoring a showing of foreign films, each of which will be introduced by a representative of the originating country.

"I leave reassured that schools are not boxes filled with teachers and students"

"I LEAVE THE CONVENTION," wrote one grateful delegate last year, "reassured that many schools throughout America are not boxes filled with teachers and students."

Among the biggest contributions to the DAVI Convention each year are those made by outstanding teachers, former teachers now at professorial level, graphic arts specialists, artists, and others who are willing to travel (sometimes across country) to demonstrate their crafts and specialties refined through the years.

New to DAVI this year will be Ruby Niebauer who several years ago made a series of five "creative craft" films for Bailey Films, one of which won a second-place award at the Venice Film Festival in 1954 *(How To Make a Mask).* Another in the series will be part of Mrs. Niebauer's demonstration at Miami on making puppets, along with a filmstrip on the same topic, and real puppets. Mrs. Niebauer has made her entire educational career an outlet for creative activities—as classroom teacher, art instructor, home economics professor, education professor, and film producer. Now AV research assistant in the department of education at the University of Wisconsin, Mrs. Niebauer is also writing a book on puppetry and other crafts. Mrs. Niebauer's will be one of several special demonstrations reserved for Teachers' Day, Wednesday April 26.

Mobile Television

At UCLA, Rudy Bretz has perfected a process whereby it is possible with a small TV camera to give all students a front-seat view of classroom demonstrations. By manipulating the camera over a modest work area, the teacher can magnify (on television receiving

sets interspersed throughout the room) live demonstrations, study prints, transparencies, and slides. Dr. Bretz will demonstrate this technique (which has been called a "portable closed-circuit installation within a room") in a two-hour session Wednesday.

Other Demonstrations

Don Hunter, audiovisual head at the University of Oregon, amazed audiences at the Seattle Convention two years ago with an artistic performance involving two slide projectors synchronized with music to give the impression of movement. He was called upon again last year at Cincinnati and this year will demonstrate to top off events for Teachers' Day. Dr. Hunter, whose specialty is tape recordings, will also conduct a demonstration of classroom utilization in that area.

Others who will demonstrate for Florida teachers and Convention delegates are Irene Cypher, dioramas; Hazel Thompson, Wayne State University, bulletin boards; and Betty Stoops, Southern Illinois University, flannel boards.

Bretz

Stoops

Niebauer

Hunter

"the exhibits made my head swim"

"I HAD THOUGHT I WAS CLOSE to new developments in the audiovisual field but the exhibits made my head spin."

Perhaps more articulately put than most, this was nonetheless a typical reaction last year. With the introduction of 20 new exhibitors, the Convention delegate will have even more cause for head-spinning this year. This year, too, new equipment will be featured in a concurrent session Wednesday morning. Audiovisualists who have been watching the development of the 8mm projector will be much interested in the presentation by John Debes of Eastman Kodak. John Wentworth of RCA will be on hand to talk about new uses for video tape (such as in the production of low-cost educational films, and as effective tools for solving many scheduling and networking problems in ETV systems). Roy Fridell of Fridell Manufacturing Company, will discuss the multi-projection system. New materials such as the Hook and Loop produced by the Mayer Production Company and the kits distributed by International Communications Foundation, will also be presented. AVI Equipment Editor Bill King will react to this session conducted in cooperation with NAVA, and chaired by its president, Harvey Marks.

The exhibitors listed on these pages are complete as of February 10. They are printed here to give delegates an opportunity to acquaint themselves with what the Miami Convention, in its entirety, has to offer.

EXHIBITORS

ADVANCE PRODUCTS COMPANY
Pixmobile audio education language laboratory, projection tables and Optivox easels.

ACADEMIC RECORDING INSTITUTE
Educational disc and tape recordings.

AMERICAN OPTICAL COMPANY, INSTRUMENT DIVISION
AO Spencer Delineascopes, AO Spencer Opaque, Overhead Delineascopes, Slide Delineascopes, and the Technamation process (animating transparencies with the Overhead Delineascope).

ARGUS CAMERAS, INC.
Direct-wire television equipment, photographic equipment.

AUDIO TEACHING CENTER
Language laboratory equipment and materials, master console projecting film strips.

AUDIOTRONICS CORPORATION
Portable language laboratory equipment, AM-FM radios, record players, transcription players (stereo and monaural), headphone listening networks.

AUDIO-VISUAL ENTERPRISES
Study print pictures in lithographic color.

AVALON DAGGETT PRODUCTIONS
16mm films.

AVIS FILMS
Study guides.

BAILEY FILMS, INC.
Printed literature, posters, still photos from 16mm educational motion pictures.

BELL AND HOWELL COMPANY
Sound projectors, filmstrip projectors, tape recorders, cameras.

BELL TELEPHONE SYSTEM
Telephone teaching aids.

CHARLES BESELER COMPANY
Opaque projectors, overhead projectors, slide transparency producing materials.

BIOSCOPE MANUFACTURING COMPANY
Microprojectors and microscopes.

ROBERT J. BRADY COMPANY
VisualCast Overhead Projectors, transparencies, packaged training courses.

BRIDGEPORT BRASS COMPANY, HUNTER DOUGLAS DIVISION
Audiovisual blinds.

BUSCH FILM AND EQUIPMENT COMPANY
Cine-Educator Daylight Classroom Projector, Cinesalesman Self-Contained Projector.

CAPITOL RECORDS DISTRIBUTING CORPORATION
Phonograph record album covers, records, filmstrips, color slides, and kits containing records with related graphic material and text.

CAROUSEL FILMS, INC.
Brochures and circular material describing film subjects.

CHILDREN'S PRESS—MELMONT PUBLISHERS AND IVES, INC.
Books, posters, filmstrips.

CHURCHILL-WEXLER INSTRUCTIONAL FILMS
Catalogs and study guides of 16mm sound films, with correlating books.

CLASSROOM FILM DISTRIBUTORS, INC.
Descriptive literature and guides for educational films and filmstrips.

CORONET INSTRUCTIONAL FILMS
16mm educational motion pictures in color and black-and-white.

CRAIG CORPORATION
Craig Readex—a reading accelerator.

CURRENT AFFAIRS FILMS
Filmstrip series, using projector, screen, posters, and smaller printed material.

CURRICULUM MATERIALS CORPORATION
Silent and sound filmstrips.

CUSTOM FABRICATORS INC.
Portable science tables and science equipment.

DA-LITE SCREEN COMPANY, INC.
Projection screens.

DENOYER-GEPPERT COMPANY
Maps, charts, third dimensional models, globes, microscopes, atlases, skeletons, preserved goods.

DEVRY TECHNICAL INSTITUTE
New electronic training device, literature, teaching materials.

DICTAPHONE CORPORATION
Language laboratory equipment.

WALT DISNEY PRODUCTIONS
16mm educational films.

ROBERT DISRAELI FILMS
16mm film using loop projection, literature.

LUTHER DRAPER SHADE COMPANY
Projection screens and light control shades.

DUKANE CORPORATION
Language laboratory, projection equipment.

DURACOTE CORPORATION
Dura-Decor coated Fiberglas drapery and curtain fabrics, hanging samples, photographs, miniature stage, and AV room.

EASTMAN KODAK COMPANY
Photographic and audiovisual materials and equipment.

EATON SCIENTIFIC CORPORATION
Visual materials for elementary science—charts, study prints and illustrated specimen charts.

EDUCATIONAL DEVELOPMENT LABORATORIES, INC.
Controlled Reader, Tach-X Tachistoscope, accompanying filmstrip libraries and booklets, Flash-X Tachistoscope, Skill Builder Controller Reader, shorthand, typewriting, and ten-key adding machine filmstrip sets, Reading Eye camera.

EDUCATIONAL ELECTRONICS DIVISION, THOMPSON RAMO WOOLDRIDGE, INC.
Educational TV and Language Laboratories.

EDUCATIONAL EQUIPMENT DIVISION, EDWARDS COMPANY, INC.
Edwards Language Laboratory system.

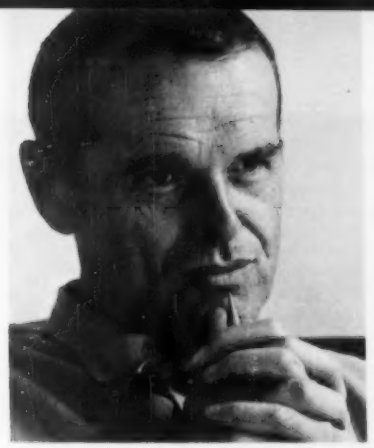
EDUCATIONAL HORIZONS
16mm films and study guides.

EDUCATIONAL TESTING SERVICE
Series color-sound film, "Horizons of Science."

ENCYCLOPAEDIA BRITANNICA FILMS
Current film and filmstrip products on science, humanities, etc.

FAIRCHILD CAMERA AND INSTRUMENT CORPORATION
Camera and projector, accessories, special audiovisual equipment.

FARQUHAR TRANSPARENT GLOBES
Transparent globes of the earth and sky.



EAMES

Charles Eames, internationally known American designer, will be at the Convention Tuesday, January 25, appearing formally at the Graphics Session of the Occupational Interest Groups from 10 to 11 a.m.; and as main speaker for the Concurrent Session on Graphics from 1:15 to 2:15 p.m. Known throughout the world for his versatility in all aspects of industrial design—architecture, furniture, films, toys—Eames works with his wife, Ray, in a partnership which has won many international awards. As a film producing team whose seven-screen technique was part of the American exhibition in Moscow, they recently completed a film for IBM entitled: "Introduction to Feedback."

FILMAGIC
FilMagic silicone film treatment materials, FilMagic-Long Life tape maintenance kits.

FILM ASSOCIATES OF CALIFORNIA
Classroom films.

FILM RESEARCH COMPANY
Brochures and literature about films displayed and distributed, 16mm projector and screen, 16mm films.

FILMSTRIP-OF-THE-MONTH CLUBS, INC.
Literature and filmstrips.

FILMSCOPE INC.
Display pictures, study prints, sound filmstrips, literature.

FLORMAN & BABB, INC.
Motion picture production and animation equipment.

FOLKWAYS RECORDS
Records, tapes, filmstrips, films, catalogs, books.

GRAFLEX, INC.
Ampro 16mm sound projectors, SVE filmstrip projectors.

THE GROLIER SOCIETY, INC., AMERICANA CORPORATION
Reference books.

THE HARWALD COMPANY, INC.
Film inspection machines, film splicers, film cement, film racks and storage cabinets, Movie-Mite, M-M Supreme Projector.

INDIANA UNIVERSITY
Pictorial and printed materials.

INTERNATIONAL COMMUNICATIONS FOUNDATION
Audiovisual kits on Turkey, Iran, Pakistan, Afghanistan and Yugoslavia, study prints, slide films.

INTERNATIONAL FILM BUREAU, INC.
Promotional materials, catalogs of films; Foster rewind machine, 16mm projection of film.

INTERNATIONAL FILM FOUNDATION, INC.
Catalogs, study guides, and 16mm films.

THE JAM HANDY ORGANIZATION
Educational filmstrips, records, and films.

JOHNSON HUNT PRODUCTIONS
Literature and guides for 16mm motion pictures.

KETTERLINUS LITHOGRAPHIC MANUFACTURING COMPANY
Coca-Cola Elementary Science Laboratory.

KEYSTONE VIEW COMPANY
Overhead projector, tachistoscope, slides, vision tests, stereoscope, stereographs.

KIDDE MACHINE CORPORATION
Film splicing machine, rewinder, inspector.

LANDERS FILM REVIEWS
Booklets and brochures.

LANGUA-LAB, INC.
Language laboratory equipment.

LEVOLOR LORENTZEN, INC.
Audiovisual and other type Venetian blinds.

LINGUAPHONE INSTITUTE
Foreign language teaching materials, coordinated tapes, phonograph discs, manuals.

MACKIN VENETIAN BLIND COMPANY
Room darkening venetian blinds and skylite darkeners.

MAGNETIC PRODUCTS DIVISION, MINNESOTA MINING & MFG. CO.
"Scotch" Brand magnetic tape.

MARSH FELT-POINT PEN DIVISION
Felt point pens and markers.

CHARLES MAYER STUDIOS, INC.
Flannel and magnetic boards, box easels, lecterns, film and record carrying cases.

MCGRAW-HILL TEXT-FILMS
Educational motion pictures and filmstrips; AIBS High School Biology Series; films, tapes and manuals for foreign language instruction.

MILES "WALKIE-RECORDALL" COMPANY
"Walkie-Recordall" Conference Recorder.

MILLER MANUFACTURING COMPANY
Miller Self-Leveling Projector Stands.

MINNESOTA MINING AND MANUFACTURING COMPANY
Thermo-Fax copying products, overhead projectors and projection transparencies.

MODERN LEARNING AIDS—DIVISION OF MODERN TALKING PICTURE SERVICE, INC.
Literature on physics and science films.

MODERN TALKING PICTURE SERVICE, INC.
Literature on free 16mm sound films from industry and business.

MONITOR LANGUAGE LABORATORIES
Language laboratory equipment.

MOODY INSTITUTE OF SCIENCE
Science films and filmstrips, social study films.

MOTOROLA COMMUNICATIONS AND ELECTRONICS, INC.
Closed circuit television equipment.

NEUMADE PRODUCTS CORPORATION
Language laboratory tape cabinets and racks. Slide, film, and filmstrip storage and supplies.

NEWCOMB AUDIO PRODUCTS COMPANY
Phonographs, transcription player, P.A. systems, radios, tape recorders.

NORTH AMERICAN PHILIPS COMPANY, INC.
Tape recorders.

ORAVISUAL COMPANY
Flannel boards, lecterns, presentation easels.

OZALID AUDIO-VISUAL PRODUCTS
Overhead projection equipment, sensitized materials for color transparency and overlay production, equipment for exposure and development of sensitized film and specialty materials, color proofing film.

PATHESCOPE EDUCATIONAL FILMS, INC.
Sound color filmstrips for teaching foreign languages using a filmstrip projector and records.

PAULMAR, INCORPORATED
Paulmar Model 60 automatic film inspection machines, automatic splicers, Film-New film conditioner, other film library maintenance equipment.

PLASTIC PRODUCTS, INC.
Vinyl plastic draperies for light control.

POLACOAT INCORPORATED
Lenscreen translucent rear projection screen materials and portable rear projection screens for use in fully lighted rooms.

PROJECTION OPTICS COMPANY, INC.
Opa-Scope, opaque projection equipment; Transpaque and Projex overhead transparency projection equipment.

RADIANT MANUFACTURING CORPORATION
Projection screens.

RADIO CORPORATION OF AMERICA
16mm equipment, language laboratory equipment, record players, tape recorders.

RAPID FILM TECHNIQUE, INC.
Film rejuvenation—showing films treated before and after scratches are removed.

RAND MCNALLY AND COMPANY
Books, maps, and globes.

RHEEM CALIFONE CORPORATION
Language laboratory, automated teaching devices, tape recorders, phonographs, transcription players, sound systems and radio.

SAFE-LOCK, INC.
Project-O-Stands and tripods.

SARASOTA AUDIO-VISUAL CORPORATION
Rear screen projection unit demonstrated by 16mm film.

SCIENCE ELECTRONICS, INC.
Language laboratory equipment.

SCIENCE MATERIALS CENTER
Elementary science materials, experiment manuals, teacher reference guides.

SOCIETY FOR VISUAL EDUCATION, INC.
35mm educational filmstrips, 2x2 slides.

STANBOW PRODUCTIONS, INC.
Filmstrips, records and filmstrip-record combinations in nine curriculum areas produced in cooperation with the UN and National Film Board of Canada.

STERLING EDUCATIONAL FILMS
Literature and projecting of new releases.

SUTHERLAND EDUCATIONAL FILMS, INC.
Photo stills and transparencies taken from motion picture films.

SYNCHRO-MAT EQUIPMENT CORPORATION
Projection and playing of recorded slides and tape program.

TEACHING MACHINES, INC.
Teaching machines and available programs.

TECHNICAL ANIMATIONS, INC.
Technamated transparencies of scientific and other educational subjects.

TECHNIFAX CORPORATION
Overhead projection equipment and supplies.

TRANSVISION ELECTRONICS, INC.
TV classroom receiver, TV mobile stand.

UNIVERSAL ELECTRONICS LABORATORIES CORPORATION
Language laboratory equipment.

UNITED WORLD FILMS, INC.
Educational 16mm sound films and 35mm filmstrips.

VICTOR ANIMATOGRAPH CORPORATION
16mm projectors and accessories, Victor Soundview 35mm sound slide-film projectors and accessories.

VIEWLEX, INC.
Slide, filmstrip, and sound projectors.

VISUAL EDUCATION CENTER, INC.
A weekly current news filmstrip complete with materials for teacher and students.

V-M CORPORATION
Tape recorders, record players, language lab installation.

WALLACH & ASSOCIATES, INC.
Cabinets for storage and filing of records, tapes, films, filmstrips, mobile units and mobile AV center.

WEBCOR SALES COMPANY
Language lab installation, tape recorders.

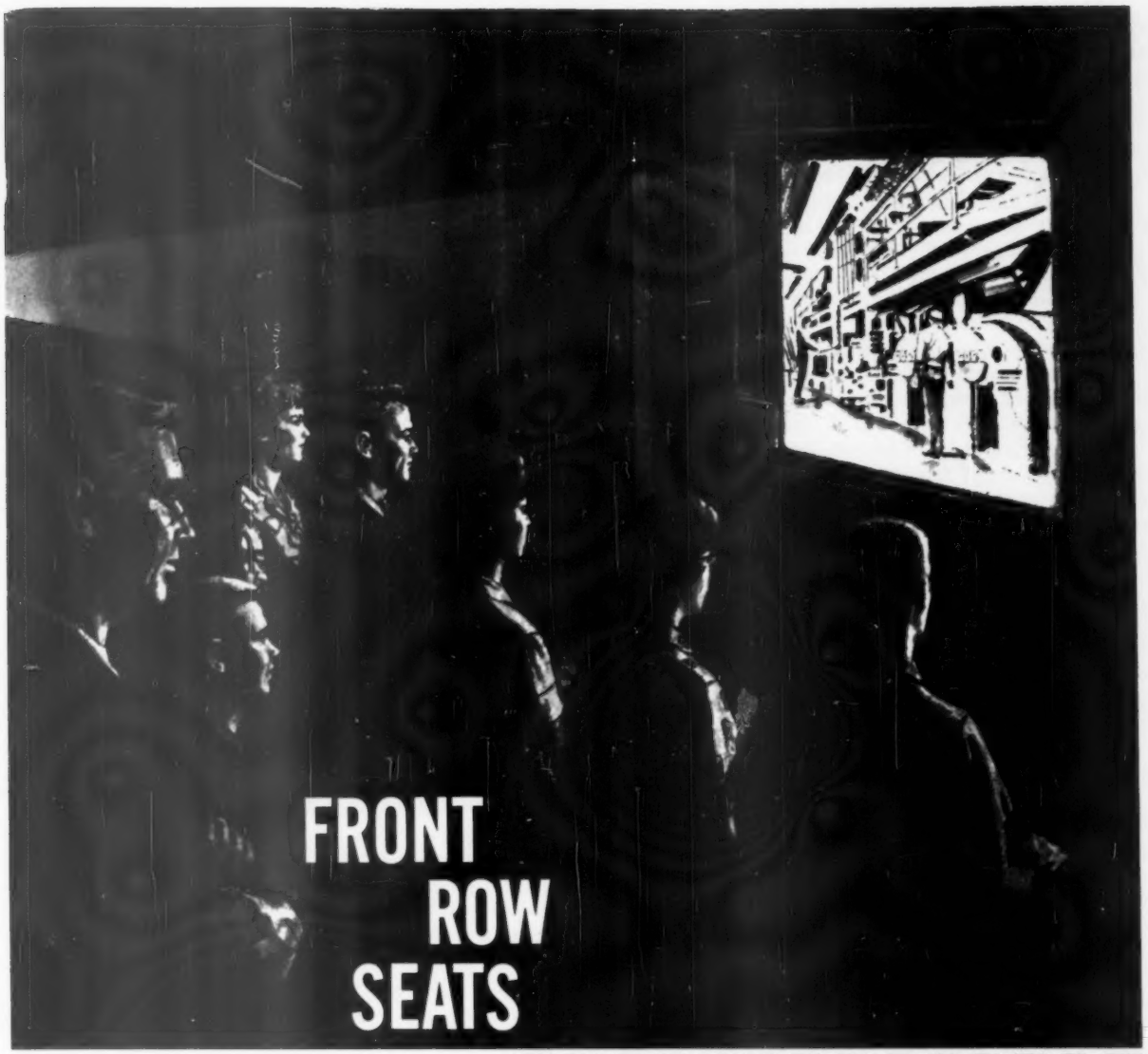
WESTERN DESIGN, DIVISION OF U. S. INDUSTRIES, INC.
Automatic teaching machines, the AutoTutor and the TutorTot; training course material.

WESTINGHOUSE ELECTRIC CORPORATION, TELEVISION-RADIO DIVISION
Westinghouse Stratovision Educational Television.

WIBLE LANGUAGE INSTITUTE
Prerecorded tapes, phonograph records, slides, filmstrips, books, language games, etc.

H. WILSON CO.
Classroom rear projection unit, projection tables.

THE WOOD-REGAN INSTRUMENT COMPANY, INC.
Sign-Maker lettering sets and accessories.



COPLEY PRODUCTIONS films provide **front-row seats** for journalism and printing students, allowing them to observe the latest mechanical, engraving and printing methods used in producing better newspapers.

For your front-row seat, check the films you're interested in. All prints are in color-sound-on-film, 16mm, and are available without charge as another part of The Copley Newspapers active public service to educators and to the newspaper profession. (Because of the heavy demand for our films, and the increased costs of materials, we now request film users pay shipping charges *both* ways.)

"TRIBUNE DEADLINE"— *An encompassing view of the immensity and complexity of the Evening Tribune in San Diego.*

"FROM TYPE TO PAPER"— *Shows the earliest forms of man's written records . . . from stone age carvings to modern day newspaper presses.*

"CITY ROOM"— *A full day in the City Room of The San Diego Union.*

"ROP COLOR"— *How a large newspaper plant handles color.*

"CLASSIFIED: AMERICA'S MARKET PLACE"— *The comprehensibility of classified advertising and the technical procedures of a newspaper's classified department.*

"THE COPLEY PRESS"— *An effective dramatization of the 15 newspapers comprising the Copley chain.*

"THE MOST IMPORTANT CORNER IN THE U.S.A."— *Captures San Diego County's varied industries, unlimited scenic beauty.*

CURRENTLY AVAILABLE:

- ☐ "ROP Color"
- ☐ "From Type To Paper"
- ☐ "City Room"
- ☐ "Classified: America's Market Place"
- ☐ "The Copley Press"
- ☐ "The Most Important Corner in The U.S.A."
- ☐ "Tribune Deadline"

In production: "Star of India"

Your Name_____

School or Organization_____

Date Film Desired_____

Address_____

City_____ Zone_____ State_____

Copley Productions
A DIVISION OF THE COPLEY PRESS, INC.
7776 Ivanhoe, La Jolla, Calif.

Let's Play "TYPE THE TALENT"

I. KEITH TYLER

DR. TYLER IS DIRECTOR OF THE INSTITUTE FOR EDUCATION BY RADIO-TELEVISION, THE OHIO STATE UNIVERSITY

AUTHOR'S NOTE: While the immediate purpose of this brief paper is to suggest an appropriate form of intellectual entertainment to be carried on during the DAVI Convention, its long-range purpose is to open up a virgin field of research involving a (relatively) new educational medium. Able researchers will immediately see countless individual studies which can be carried on, preferably in a logically related cluster, supported by Title VII. Relating the p.a. system to other media would open up possibilities for learning-system studies of incalculable complexity.

THERE IS REALLY NO EXCUSE for falling asleep in sessions of your annual convention! Granted that you were out too late and indulged injudiciously at an exhibitor's suite the preceding evening. Assume, too, that the speeches are dull or that you can't hear them. You can still remain alert by playing the exciting game of "Type the Talent."

The idea here is to determine the category in which to place each speaker in terms of his misuse of the public address equipment in the session. Occasionally you will be crossed up by a speaker with microphone know-how whose every word can be heard. But this is rare indeed at either an audiovisual convention or a conference of radio and television specialists. Their speakers are specialists in communication theory and practice and can hardly be expected to concern themselves with mere hardware. Indeed, some remain experts to the degree to which they do not communicate; *i.e.*, are not really understood.

From several years' experience I have identified some of the more common categories. Roughly there are two main classes or *geni*, each containing several categories or *species*. Thorough students of this fascinating game will be able to add sub-species, or, perhaps, to identify other and rarer species. For the beginner, however, my suggested classifications may prove helpful.

A. Malfunction Due to Speech Habits: Genus Malus Orator

The common characteristic of these various species is the possession of speech habits which successfully prevent effective communication by means of a public address system. The type of interfering speech habit is the basis upon which the various species have been identified.

The go-it-alone: homo solus. This is an historic species, rapidly becoming extinct, whose most recognizable characteristics are aversion to all sound amplification and a loud, penetrating voice. He is more likely to be seen at political conventions than at academic gatherings. He was developed in the ante-microphone era and trained at street corner meetings, at torch light parades, in ancient lodge halls and cavernous lecture rooms. When presented at a public meeting, he pushes aside the microphone (sometimes shouting, "I don't need this gadget"), steps to one side of the lectern and exercises the almost forgotten art of elocution. Unfortunately, or perhaps fortunately, he is not heard beyond the tenth row, modern meeting rooms and listening habits being what they are, but is often mildly amusing, visually.

The blaster: homo magno clamore. Trained in the same school, but aware of modern technology, the blaster shouts into the microphone as though it were not there or in the belief that it functions like the country telephone, circa 1905. A kind of psychic game ensues as the p.a. system operator tries to anticipate when the blasts will occur. The speaker usually outwits the operator so that, more often than not, soft moving passages are faded down, while challenging climaxes are stridently accentuated.

The whisperer: homo susurrator. At the opposite extreme, the whisperer is young and raised in the electronic age. He knows how to use the microphone to amplify the particular frequencies which give his voice a manly, indeed, a sexy, quality. Unfortunately, however, he is more at home in an acoustically dead studio than in the convention hall, so that he feels it unnecessary to "project." In amplifying his voice, therefore, extraneous noise is also increased and the familiar feedback whine occurs. This species also tends to speak too rapidly, in keeping with his light, conversational approach, so that there is no separation of his voice from its own reverberation. Words pile up, and the audience hears little of what is said. Even that little is punctuated occasionally with piercing feedback.

The mumbler: homo mumbulans. The mumbler's habitat is the research laboratory rather than the lecture room. He reads a thoughtful, well-prepared paper with disarming sincerity, bending low over his manuscript, so that the top of his head, or his forehead, is presented to the mike. Occasionally, however, he rears up, takes off his glasses and delivers an *ad lib* clarification. He is carried along by the sheer importance of his expressed ideas and forgets his audience (and the time allotted to him) almost completely. The combination of poor microphone position and too rapid speech almost completely nullifies his utterance. If his research is generally respected, colleagues will request a copy of his paper "for further study."

The end-dropper: homo terminum ommitens. This species specializes in lengthy phrases and sentences, building each one suspensefully and then dropping his voice and tapering off into unintelligibility just as the climax is reached. Key ideas are completely missed. This presents a challenge to the listener. If he knows the speaker's general position he can attempt to complete the phrases with clichés typical of the speaker. For example he hears, "Learning effectiveness is not markedly enhanced by exclusive preoccupation with . . . . . , nor is it increased measurably by sole reliance upon . . . . . , nor by the saturation use of . . . . . ; rather, we must . . . . . ." It is safe to supply: "the film," "television," "filmstrips," and the final ending, " . . . we must involve a learning system." However, at an advanced level, we can supply a final ending, opposite to that intended, such as, " . . . we must place entire faith in the textbook." If one is not certain of the position held by the speaker, we can fill in the various blanks with unrelated material such as, "dry martinis," "wanton women," "ribald songs," ending with, " . . . we must never throw out the baby with the bath."

B. Malfunction Due to Physical Characteristics: Genus Corpus Inquietum

The second broad classification includes species which are unintelligible because of physical characteristics or mannerisms.

The weaver: homo presleyitus. This common convention species is characterized by constant bodily movement, to left, to right, forward and back, often turning his head from side to side as well. Thus he is in and out of range of the microphone, and communication suffers accordingly. To compensate for this, many lecterns are equipped with two microphones, one on either side, making it more difficult for the weaver to get out of range. A really accomplished member of this species, however, can overcome this handicap by stepping to right or left while speaking. This is a particularly helpful technique to use at that point in the speech where the speaker realizes his thinking is fuzzy or vulnerable to attack.

The stooper: homo crouchans. The stooper is the innocent victim of modern nutrition and technological lag. More and more presiding officers and speakers are built with basketball proportions, while typical microphone stands are constructed for the average five-foot-nine adult male. Homo crouchans begins his remarks, assuming the microphone placement is adequate. Quickly observing its ineffectiveness, however, he leans over into range and, in this awkward and obviously uncomfortable position, continues his presentation—the audience sharing his discomfort. Now and again he gets carried away with the eloquence of his ideas, and straightens up for a telling point, which is, of course, entirely lost. Sometimes an alert chairman, at this point, will stop the speaker and attempt to raise the microphone—usually a hopeless gesture. (See The Great Technician Conspiracy, next page.)

The tiptoe-er: homo in digitos erectus. Equally an innocent victim is the person too short for the conventional microphone. Women often are in this category even though high heels are a partial compensation. (Note, however, that some women today are found in the stooper species.) The tiptoe-er is forced to raise himself high on his toes to reach the microphone. While this is uncomfortable, the audience may not be aware of the situation because the speaker is hidden behind the lectern, but listeners may be impressed by the brevity of the presentation. The speaker, himself, is acutely aware of his stature, and his discomfort, and is not likely to forget, even in the heat of eloquence, to stay within microphone range. Intelligibility, therefore, is usually satisfactory unless he also has a disposition toward *homo presleyitus,* in which case his plight is desperate and his message unheard.

The cuddler: homo microphonam amans. The cuddler is not only at home with a microphone; he literally cannot keep his hands off it. He not only holds the mike, he caresses it. Two sub-species may be observed characterized by the one-hand stance (mild) or the two-hand stance (severe). Typically the species talks within an inch or two of the instrument so that speech is distorted and every breath and gasp is shared. Mounting audience irritation with the extraneous breathing sounds is to be expected.

The wrestler: homo athleta. An exaggerated type of cuddler is the wrestler who twists and writhes, with a firm grasp of the microphone as though it were about to strike him. The M.C. at the Convention Floor Show is apt to be one of this species. His exuberant heartiness, coupled with the writhing, pulsating microphone pro-

duces a jungle excitement among the audience so that verbal communication is unnecessary.

The fiddler: homo microphonam molestator. Typically the fiddler has just enough background in handling electronic equipment to realize that it can be adjusted and manipulated for optimum effectiveness. His experience with varied types and forms is sufficiently limited, however, so that he is insecure in his ministrations. He takes the trial and error approach to the p.a. microphone. When introduced, he adjusts the height up and down, twists the mike this way and that, blows into it, taps it, and often adds, "Can you hear me, back there?" Several times during his presentation he pauses to make a minor adjustment. But tribute is due; the man can be heard. He only becomes a nuisance when he rises, suddenly and not unobtrusively, during the speech of another, to fiddle with the equipment—usually not for the better.

The grabber: homo monopolizans. This offensive species is seen most often at panel discussion sessions where he grabs the mike at every opportunity to add at great length his own not always clear views upon the issue. Unfortunately he is often plainly heard though seldom understood. The grabber uses a microphone as some use an expensive car—to enlarge his ego.

The Great Technician Conspiracy

I am loathe to end on a pessimistic note, but in all fairness it must be pointed out that even an accomplished public speaker may be rendered completely ineffective by one or more of a series of technical mishaps. These always occur at the point most disastrous to the speaker, so that the possibility of chance being solely responsible appears to me remote. I incline toward an hypothesis which I call "The Great Technician Conspiracy," * based upon the assumption that technicians responsible for public address equipment feel threatened by those who talk learnedly about ideas and theory; i.e., the "gadget intelligentsia." This leads to covert hostility which can be expressed only by clever acts of sabotage. What more fitting humiliation can be effected than undermining idea men in their public performance before their peers? Some of the easily recognizable forms are here recalled.

The "sudden death" cut-off. This extreme form is reserved for those with obvious status, confident in their record of academic prowess. Preferably the occasion is the President's Annual Address, the keynote speech, or the talk given for a substantial honorarium. All equipment functions smoothly as the speaker proceeds with mounting eloquence and enthusiasm, until just as he launches upon his really profound thought—the *pièce de resistance*—the public address equipment goes dead. Dramatic effect is heightened by the simultaneous extinguishing of the lights, though this is reserved for very rare occasions. Ultimately, of course, it is disclosed that a fuse has blown, a plug has pulled loose or a transformer has failed.

The sinking microphone. Much milder is the subtle form of torture known as the sinking microphone—particularly useful with tall speakers. Suitably adjusted, a microphone can appear to be in proper position at the beginning of a speech, only to sink ever so slowly toward the floor as the talk progresses. This exerts an hypnotic effect upon the audience as they calculate at what point the speaker will become aware of the phenomenon, thus taking their minds completely away from the talk itself. Variations are the drooping microphone which simply falls forward or backward at strategic points, or the swinging microphone which moves in a circular, downward path on its pivot as the talk progresses.

The fixed location frustration. Speakers frequently experience another form of torture known as the fixed location frustration. This is peculiarly typical of audiovisual meetings where visuals are employed. The idea is to set the stage so that slides, films, diagrams, flannel boards, or other demonstration materials are shown on one side of the stage while the lectern and a fixed public address microphone are located on the opposite side. The speaker is torn between his need to point out or manipulate the visuals in one place and the necessity to stay at another point if he is to be heard. Whichever horn of the dilemma is grasped, the result is ruinous, and the speaker deflated.

The cross-talk interference. Another ingénious form of sabotage is the arrangement whereby extraneous talk or music is brought into the sound system at such a level as to be annoying and to interfere with intelligibility. Sometimes the music can be recognized as Muzak; at other times a local rock and roll radio station is inexplicably picked up; occasionally the paging system of the hotel intrudes itself. The net effect is to upset both audience and speaker.

THE READER MAY FEEL that the chances of using public address equipment to the satisfaction of both the speaker and the audience are slim. However, he should realize that we are at an early stage in the development of this mass communications medium and that much research as well as carefully planned experimentation is needed. Perhaps your up-coming convention can advance both the art and the science of this modern instructional medium.

* Phenomena, similar to those enumerated herein, occurred in the field of aviation during World War II and were ascribed to gremlins. However, this hypothesis does not appear to be substantiated by the research literature.

Charlie
the Destroyer

ALUMINUM THAT WITHSTANDS USE AND ABUSE

LEVOLOR aluminum slats are made from virgin aluminum and alloyed to insure mechanical strength and maximum resistance against corrosion. It is the finest aluminum slat for the school.

Information that insures the best installation possible is a service all LEVOLOR representatives will give you. They will submit a prospectus covering every detail of your Venetian Blind installation—help with the specifications and make a final inspection *after* the blinds are installed. It is a service that guarantees good specifications and good Venetian Blinds.

LEVOLOR (TRADE MARK OF LEVOLOR LORENTZEN) VENETIAN BLINDS

AUDIO-VISUAL **CONVENTIONAL** **SKYLIGHT**

Levolor Lorentzen, Inc., 720 Monroe St., Hoboken, N. J.

NEW FACILITIES AT PURDUE

Where language learning is audio-visual-lingual

ELTON HOCKING

THE WEALTH OF EQUIPMENT in Purdue's new facilities dramatizes the revolution in foreign language teaching which has taken place since the advent of AV devices and techniques.

At Purdue, the beginning student no longer spends his time reading about and talking about the foreign language. "Book-learning" has been replaced by oral practice in the language lab which enables all students to practice aloud simultaneously. The teacher at the console can monitor any student, correct him, and (when his light flashes), hear his questions and answer them.

Integrated visuals in the language lab are less common because they have not been readily available. Useless or even discouraging to the first year student is the showing of a foreign film with its torrent of unfamiliar vocabulary and constructions. Some of the recent sound filmstrips are more appropriate, but their language is inevitably related to the pictures, and these seldom coincide with the content of the regular course. The only solution was radical: to start all over, first making new films of interesting subjects appropriate for language learning, then devising oral practice materials related to the films, and finally writing books which repeat and enlarge on the audiovisual materials. In short, the AV materials are primary, and the book is the "aid."

To construct such an integrated course is a labor of years, but it is being done. The first one, begun in 1952, was put on the market only a few months ago.[1] In recent years Purdue students in elementary French, German, and Spanish have been using integrated materials. These exemplify a basic theory of learning: that we learn best what we can visualize. Language learning is oral practice, or "talk," but it must be

Dr. Hocking is head of the Department of Modern Languages at Purdue University.

[1] **Beginning German with Films** (a college course), McGraw-Hill Co. The same firm will soon market separate AV courses for high school and college, in French, German, and Spanish. Similar courses are in preparation for sale by Wayne State University, Encyclopaedia Britannica Films, and Coronet.

Control room: Dutch door equipped with buzzer button is the "service counter." The four tape decks and three turntables can simultaneously serve the two adjacent recording studios and the classrooms. A high-speed duplicator has a capacity of five tapes. Adjoining the control room are the director's office, repair shop, and AV browsing room, the latter visible through a picture window. (Labs and AV rooms have locked storage closets for materials in regular use.)

At console the teacher controls four 16-channel instruments which provide a record-playback channel for each booth in the Jumbo lab. Note panel with switch and call light for each student. The teacher is signalled when the student presses a button. The tape deck feeds the multi-channel instruments (far right).

Below: One of two AV classrooms equipped with stereo sound (by tape or disc) and projection booth with remote control for supplying all-important visuals.

meaningful talk *about something*—an event or situation. The pictures make the situation concrete and clear, and thus they by-pass translation. They also make the situation authentically French (or German or Spanish), which no dictionary can do. It would seem that no academic subject is better served by AV than elementary foreign language.

In our "Jumbo labs" each student has only a headset and microphone. Four remote, 16-channel instruments, controlled by the teacher at the console, provide a record-and-playback channel for each. It is hoped that these expensive instruments will eventually pay for themselves in long life and low maintenance cost. As for individual practice, it is provided by voluntary trips to the AV Center, which reports that its dubbings of our tapes are used hundreds of times every month.

The two small labs are for intermediate and advanced students, and are therefore equipped with individual tape recorders. Side by side, these two labs are served by a single projection booth; the two Jumbo labs, likewise side by side, are too wide for such an arrangement, but a visitors' gallery runs behind both. Behind a glass partition, visitors can converse or listen through headsets to all that the instructor says and hears at the console. When two classes meet in a Jumbo lab, the instructor is assisted by a teacher-candidate, usually a senior who is paid a nominal fee and who also gains valuable experience in AV techniques. These student aides are normally members of the course in Methods.

The AV classrooms make possible a new type of second-year course. It is a kind of pre-survey, not merely of the literature, but rather of the total culture of the country whose language is being studied. Certain historic periods or movements—e.g., Romanticism—can thus be represented in depth by means of typical selections of music and by sequences of imported color slides, as well as by readings. Such a presentation is a meaningful continuation of the first-year course, whose films portray the contemporary life of the country. Before graduation, all our teacher-candidates are required to take an advanced course in the foreign life and culture of the countries in question, and throughout the four-year sequence the browsing room provides informal experiences through imported recordings, newspapers, magazines, and art books.

In sum, our AV facilities serve a function that is probably unique to the foreign language field: they provide an indispensable experience of the foreign life and culture that cannot be supplied by the printing press alone. Ideally, this experience should take the form of extended foreign residence and study. Lacking this, our program imports the experience and reproduces it by the multisensory stimuli of AV materials.

The total culture of the people can now be communicated as never before, thanks to AV materials and devices. It is this cultural value which constitutes the ultimate justification of the costly new facilities in the Department of Modern Languages at Purdue University.

Audio-visual-lingual students hear as they see as they speak. Purdue's new plant has four laboratories, two of which seat 60 students each; two, 30 students. All labs have sound-proof booths for projecting integrated visual materials which Purdue considers essential in early stages. (Note the four 16-channel instruments at far left.)

"Bring in the sound." Fourteen classrooms are wired for sound from the central control room which has five high-fidelity sending channels and a direct telephone line to each room. Classrooms are also wired for TV, though the latter is not yet in use.

"THE LACKAWANNA VALLEY" BY GEORGE INNESS
NATIONAL GALLERY OF ART, WASHINGTON, D. C. GIFT OF MRS. HUTTLESTON ROGERS

BRINGING THE NATION'S ART TREASURES TO THE CLASSROOM

RAYMOND S. STITES

WHEN THE FINEST paintings and sculptures are to be presented to the classrooms of the nation through color slides and films, nothing but the best processes can be considered. For this reason, the National Gallery of Art in Washington, D. C. has become increasingly interested in problems connected with audiovisual programs.

Even before the Gallery was opened to the public in 1941, its administrators had considered the problem of making available at the lowest possible prices fine quality reproductions through the four-color half-tone process. The substantial sale of these to teachers over the entire United States has proven their usefulness. Larger prints made by a more complicated printing process with a high degree of color accuracy have also been sold in large quantities for framing and use in classrooms. When the Gallery reproductions have been a part of our traveling exhibitions we have observed that the color accuracy remained constant over a long period of time.

This article deals with a type of reproduction more complex, less capable of control, and therefore, if not too accurate, more likely to mislead. It concerns that part of audiovisual education dealing with projected slides, filmstrips, and films.

At the National Gallery our experienced photographers, using specially designed cameras, have been able to produce original slides in large quantities. They approximate with a high degree of accuracy the colors of our rare and beautiful works of art. The slides are arranged in seven lectures with accompanying texts. These lectures each have from 40 to 60 slides depending on the type of material presented. Where works of art are considered primarily for their esthetic values, fewer slides can profitably be shown for longer periods; where a historical sequence is to be recorded the pace can be stepped up to as many as 60 slides per hour.

These lectures may be borrowed from the Gallery by schools for the cost of postage only. Some of the original slides also may be bought singly from the Publications Fund of the National Gallery for 35 cents each, or less in the case of large orders. This arrangement permits a teacher interested in a particular field of art to buy a set of slides for himself or a school to buy large numbers representing important works in the vari-

Mr. Stites is curator in charge of educational work for the National Gallery of Art.

ous periods. These slides, each made directly from the work of art without the use of intermediary negatives, come closer to the original color than slides produced by any other process known. Furthermore, before sale, each slide is carefully examined in comparison with original paintings by experts in our curatorial department. Thus the highest possible degree of fidelity in the classroom presentation is achieved.

Teachers wishing to borrow single slides or specially selected small collections may do so by requesting the titles listed in National Gallery catalogs found in most libraries throughout the country. All requests to borrow should be addressed to the Educational Office, National Gallery of Art, Sixth Street and Constitution Avenue, N.W., Washington 25, D.C.

Requests for the slide lecture sets should be sent to the Office of Extension Services, National Gallery of Art. Sets currently in circulation are: *700 Years of Art,* 60 slides; *Survey of American Painting,* 40 slides; *Backgrounds of Modern Painting in France,* 40 slides; *America's National Gallery,* 40 slides; *Five Techniques of Painting,* 40 slides; *The Christmas Story in Art,* 40 slides; *The Easter Story in Art,* 40 slides.

Filmstrip-Disc Combination

Two filmstrips, *Florentine Art of the Golden Age in the National Gallery of Art* and *American Painting in History at the National Gallery of Art,* have been produced by the Gallery's staff with the cooperation of history and art teachers in several of the county school systems near Washington. These filmstrips have also been printed with a degree of color accuracy unsurpassed by any filmstrips we have viewed. The strips are not available on loan but can be had from the Publications Fund of the Gallery, along with scripts and 33⅓ rpm phonograph records of the scripts, again at prices slightly higher than the cost of production. The strips are $6.50 each, and the accompanying records, $2.50 each.

For teachers who want black-and-white slides at the lowest possible prices, four strips of film have been printed. Each strip contains approximately 300 diapositives which may be cut and mounted separately. The subjects, with many details, include sculpture, painting in two parts, and a brief history of print-making. Each strip is priced at $6. Thus a single slide frame costs only two cents. The photography, as in the case of color slides, is of the highest quality and each slide allows a clear magnification up to a 14-foot image. Several television studios have already purchased these slidestrips for use in connection with art programs.

A number of motion pictures have been produced by the National Gallery in conjunction with commercial and educational film producers. Three of these may be borrowed from the Office of Extension Services at the Gallery or rented from audiovisual centers throughout the country.

A half-hour film, *Art in the Western World,* was produced in 1958 by Encyclopaedia Britannica Films using materials and facilities under the guidance of the director of the National Gallery. As its name indicates, it presents in historical sequence the various types of art as they are arranged in the National Gallery. Encyclopaedia Britannica has also produced a set of 10 filmstrips covering not only the material used in the film but many other works of art. Copies of the film may be borrowed from the Extension Office of the National Gallery or purchased from EBF. The filmstrip set is not lent by the Gallery but is available for purchase from EBF.

A Chance for Media Comparison

A kinescope produced from a live television show under the auspices of the Greater Washington Educational Television Association is available on loan from the Gallery. Entitled *Time Enough to See a World,* it deals primarily with the appreciational and esthetic aspects of art. The two films, when compared, make an excellent vehicle for discussing the pedagogic possibilities in these two different types of media for presenting the fine arts. Teachers concerned with film and television production may be interested in studying this aspect of the two presentations.

A third film, *The Geese Book—A Choral Missal of Old Nuremberg,* shows the methods used in medieval times to inscribe and illuminate a church service book. Since the book itself, a gift to the National Gallery by the Samuel H. Kress Foundation, is much too fragile to be circulated, the Kress Foundation had the motion picture made at the National Gallery. Eighteen copies of the film were given by the Foundation to audiovisual distribution centers across the country and have been widely used over the last three years. The film, which is also available on loan from the Office of Extension Services of the Gallery, runs for 18 minutes; it is in color with appropriate text, and musical accompaniment based upon the score shown on the pages of the missal. This film differs from the first two in that it attempts to show how and why a work of art was created and its relationship to the social needs which brought it forth.

The National Gallery of Art belongs to the whole nation. Its art is held in trust for the people. As an institution interested in art education, it strives to produce its audiovisual offerings with the same degree of perfection displayed by the many fine works within its walls. Therefore we have spared no pains in the preparation of our own materials or in our cooperation with others.

Art Talks on Tape

From time to time television networks and commercial film producers have sought our cooperation in productions shown in theatres and over the nation-wide hook-ups. Every Sunday night the concerts presented in the Gallery's Garden Court are broadcast over a local radio station. In the last eight years more than 100 intermission talks on art have been taped and broadcast. Twenty of these are available on loan from 14 college audiovisual centers and can also be borrowed from our Office of Extension Services. Most of the talks discuss works of art in the Gallery but some treat the philosophy of art and subjects connected with art education.

Public response to the educational activities of the National Gallery of Art over the last five or six years has been impressive (even without advertising) and an increase in this extension work is expected in the future.

looking at

new literature

A Professional Edifice for the AV Field

The Education of the AV Communication Specialist. Published as Supplement 2, Vol. 8, No. 5 of **AV Communication Review.** Washington, D. C.: Department of Audiovisual Instruction, NEA, September-October 1960. 96 p., $2.

William H. Allen, editor of *AV Communication Review*, notes in his introductory preface to this summation of the DAVI Seminar on Professional Education, convened during the 1960 Convention, that the gathering "produced thought-provoking papers, resulted in combustive participant interaction, and broke ground for the professional edifice which the AV communications field expects to build." The speeches are reported here in their entirety, and, thanks to Dr. Fred Harcleroad of Alameda State College in California, a thoughtful and time-consuming editorial project has also brought us an analysis of the seminar as a whole. It should be noted that the conference acted in an exploratory manner, and it is hoped that the question will be pursued by further seminars.

In Section I, Harcleroad introduces the subject of the education of the AV communication specialist, quoting earlier research, spiced with comments of the participants. He concludes by urging the profession to address itself "to developing (1) essential professional content, (2) the related interdisciplinary studies, and (3) a desirable liberal education basis for these studies."

In succeeding sections of the report we are given an insight first into the problems of (1) present patterns of education and research (Donald Ely) and (2) schools of education (L. C. Larson).

The contributions from fields within education and social science are underscored by A. W. VanderMeer, who discusses "Our Debt to Educational Philosophy," and George Gerbner's topic, "Let's Put the Human Element Back In."

Gordon A. Sabine, in presenting the role of the colleges of education and communication, talks about "A Cross-Disciplinary Approach to Communications Study." Current trends in teacher education and their implications for AV are suggested by Walter K. Beggs.

What are the influences of the newer technological developments in education? Answers prompted by the seminar are offered by Marshall McLuhan in "Electronics and the Changing Role of Print" and in "A New Theory for Instructional Technology" by James D. Finn.

In a retrospective chapter arising from the seminar papers and discussion, Dr. Harcleroad emphasizes the need for a series of national conferences to do further work on major topics listed under four headings:

1. A theoretical and functional definition of the audiovisual communication specialist.
2. A definitive analysis of appropriate scientific and historical content from various supporting subject matter fields.
3. Organization of this content into a planned, sequential curriculum.
4. A justifiable value-system for the profession which should culminate in an enforced code of ethical behavior.

—EDWARD T. SCHOFIELD

Opaque Projection

The Opaque Projector, by Kenneth L. Bowers. (Bridges for Ideas, No. 10). Visual Instruction Bureau, University of Texas, Austin 12. 1960, 42 p., $2.

Continuing the helpful Bridges for Ideas series under the direction of Ernest Tiemann, the author presents efficiently and attractively basic information for the successful utilization of the opaque projector. Clear, simple diagrams illustrate the mechanical operation of the projector. Directions for the preparation of materials are provided in easy-to-follow steps, but emphasis is placed on the fact that increased effectiveness will be encouraged if teachers explore new uses for this "versatile tool for learning."

The author describes the necessary facilities for opaque projection—light control, viewing surfaces, seating angles and projection stands. He explains, with accompanying illustrations, methods for handling books, flat printed materials, three-dimensional objects and other materials. The pamphlet states the advantages of the projector in copying materials and applies them to such teaching aids as flip charts, posters, feltboard cutouts, hektograph process masters, chalkboard drawings, pounce patterns, and templates. The care and mounting of materials is considered carefully. Also treated is the employment of good projection practices, supplemented by some specialized techniques for the opaque projector. An excellent bibliography covers books, periodicals, bulletins, and films.

—E.T.S.

EDITOR'S NOTE

Elliott Rabner, whose reviews appear on these pages, is a librarian in the Ivy Junior High School in Newark. A doctoral candidate in Communications with a lively interest in theatricals as a sideline, Mr. Rabner has agreed to contribute regularly to this department.—E.T.S.

Fount of Research Ideas

Theory of Film, by Sigfried Kracauer. New York: Oxford University Press, 1960. 364 p., $10.

The author tells how, in his youth (during the "silent era"), he heard a drunken pianist who played away oblivious to the images on the screen. Out of such experiences coupled with a lifetime of research into the film media, Kracauer has synthesized a major work.

Tracing the historical development of contemporary black-and-white film back to the field of photography, the

author slowly and methodically examines the gargantuan world of the motion picture. He analyzes the basic characteristics and properties inherent in film as an extension of photography. They both "share" marked affinity for the visible world around us.

Kracauer carefully points out that this is a "new" art form and, therefore, cannot be judged by the aesthetics of the "traditional" arts, e.g., fine arts, literature, and theatre.

The theory aspect of the work falls into three categories: (1) General characteristics: What is the "just" concern of film? (2) Areas and elements: What are the essential "ingredients" in film making? and, (3) Compositional aspects: What are the available sources of material in film making?

The author arrives at this basic concept: A film makes an artistic statement to the extent that it follows the realism of the "visible" world no matter what other "formative" tendencies are brought into play.

This work is so pregnant with ideas and possibilities of research that, in effect, it becomes a framework for future studies which may follow. Beyond its theoretical aspects, the volume is a history of a "new" art form. One is impressed by the breadth and universality of the concepts, criticisms, and applications of technique.

—ELLIOTT RABNER

Teaching Machines Section

"Automation in Education: Machines and Men as Teachers and Learners." In **Teachers College Record** 62: 187-213; December 1960.

Three articles dealing with various aspects of automation in teaching present some significant thoughts and findings which will be of interest to educators.

In the first of these, Eugene Galanter discusses "Two Models of a Student." Here is a theoretical analysis of AIDs (Audio-Instructional Devices), or teaching machines, and their effectiveness in teaching verbal and symbolic skills. Through experimental observation, the author arrives at several interesting conclusions: The "order" that materials are fed (programmed) into the machines is "irrelevant" for the acquisition and retention of concepts in his controlled situation. Secondly, AIDs can teach people to formulate problem routines, to be creative, and to understand principles.

"A Do-It-Yourself Kit for Programmed Instruction," by Ernst Z. Rothkopf, is a behind-the-scenes look at the process and problems involved in writing programs. It suggests that, as an introduction, teachers should experiment with homemade materials or utilize "commercial programs" in booklet form.

Present difficulties center in the inadequate preparation of the programmers in the school subject areas. This raises the possibility of new career opportunities for qualified teachers.

"The Instructional Gestalt: A Conceptual Framework," by Laurence Siegel summarizes some of the major findings and implications of televised courses of instruction conducted at Miami University. As an outgrowth of this survey, the author feels that much research in the newer media tends to concern itself with limited, insignificant investigations. He calls for a more unifying theoretical framework which would center on "what" occurs during the teaching-learning process" and "less about the interaction of the factors which produce the results obtained." —E.R.

An Ambitious Topic

Screen Arts, by Edward Fischer. New York: Sheed and Ward, 1960. 184 p., $3.50.

Edward Fischer, associate professor of Communication Arts at the University of Notre Dame, has culled his experiences in the several media, and as film and TV critic for *Ave Maria,* a national family magazine, he offers his impressions in a short, compact volume.

Writing in a fluid, journalistic style, the author attempts to cover too vast a panorama. The subtitle reads: "A guide to film and television appreciation." Indeed, 184 pages seem little coverage in depth for so vast a topic.

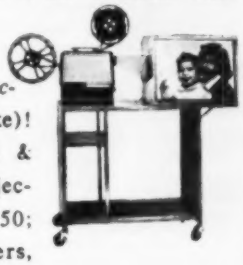
The author is at his best when he deals with the Fact Film, the Impact of Television, and the Electronic Classroom. His brief but descriptive discussion of such groups as the University Film Producers Association will be of interest.

Turning to TV, the author calls for greater stress on the forgotten men of educational television—the producer and the director. He feels that too much emphasis is placed on the teacher with a "flair" for the camera.

The book is rounded out with an interesting chapter on the relationship of the Catholic Church to the Film Arts. Appendices describe the formation of a Film Study Group and include sets of basic study questions, some sources of 16mm films, and a short bibliography. —E.R.

SUBJECT: ROOM DARKENING

If your budget won't permit darkening of all classrooms for proper motion picture showing, we have the only answer in the simple, practical, and economical WILSON MOVIE-MOVER "RP." Easy-rolling, easy-to-use—brings educational films to the classroom without fuss.



Uses your present projector (any make)! For Bell & Howell projectors, $139.50; most others, $159.50. Write now for literature & full details.

H. Wilson Company

106-B Wilson Street

Park Forest, Ill.

Complete line of sensibly-priced, high-quality projector tables

at your service!

16MM

BLACK & WHITE

reversal printing and processing

COLOR PRINTING

- Work Prints
- Color-to-Color Prints
- Color-to-B & W Prints
- Raw Stock
- Fastax Service
- A&B Roll Prints
- Fades-Dissolves
- Timed Prints

Also Motion Picture Processing for 8mm

Write for complete information . . .

LAB-TV

723 Seventh Ave. N. Y. 19, JU 6-2293

Rear Screen Continues To Evoke Live Response

IN RESPONSE to my comments on rear-screen projection in this column last September, I had the following letter from Fred C. Clark, Jr., education specialist with the U.S. Department of Interior. (He is located at P.O. Box No. 66, Brigham City, Utah.)

YOUR QUERY regarding rear screen projection represents a real temptation—to write a book! We have been working with rear projection for seven or eight years, designing, building, and experimenting. At the moment, we have rear screen in daily use in our 314 school systems stretched from Carolina to Oregon. We like them. As yet, we are still working toward the ideal one, but these are the principal advantages we see now:

1. Savings in room darkening cost.
2. Less "show" atmosphere in a lighted classroom, plus easier correlation with other teaching materials, charts, bulletin and chalk boards, maps, etc.
3. Group use with earphones on sound films and strips.
4. Much reduced "set-up" time. Lenses are always focused, sound connections always made. Less maintenance of sound cords since they are not constantly rolled and unrolled and small plugs are rarely handled.
5. With rear projection at front of room (this terminology!) the teacher has better control, even with student operation.
6. Our cost complete for 16mm runs around $350 for projector and rear projection device, which is a little less than double our contract rear projection cost.

Of our current models, the principal disadvantages seem to be:

1. Cost.
2. Some complexity of operation for certain teachers.
3. Some increased storage room of rear projection device over straight projector, though not much.

Recently, we corresponded with a manufacturer, suggesting improvements to his current production. Here are the things we felt we needed:

1. Safety. No sharp edges, which can injure tussling students. Large (4 to 5-inch) soft rubber castors. Center of gravity and width such that an upset is unlikely.
2. Simplicity. The easier to operate, the better.
3. Sturdiness. Freedom from constant service and adjustment.
4. Cost. Close to cost of projector stand and beaded screen. Our present cost of screen and projector stand: $85 to $90.
5. Storage. The machine is out of use far more than it is in. Space is at a premium in all classrooms and school buildings. The device should closely approximate the size of a front projector stand, in storage condition.

When we started we wondered about screen size and material. The Penn State experiments seemed to indicate that 13½x18 was more than adequate for a normal classroom. We found that we had best results when this was doubled so we use the 18x24-inch size. We made up test panels of some dozen or more materials from ground glass, coated glass, ground plastic and flexible textile-like materials. The ground glass had a very narrow angle. The coated glass was good, but fragile. Finally we settled on the Klearcite Mylar WDM. In quantities, the price comes down to 40 to 50 cents a square foot and we have never replaced one. Polacoat is very good and one sample slightly surpassed the Klearcite, but the cost is a factor.

Combination machines have not worked for us. Go back to the combination 35mm strip and slide, 3½x4 slide and opaque machine, and you will understand. Expensive, complex, big, and close to the cost of the individual machines. Only one teacher at a time can use the blunderbuss; or one group, if you equip each classroom. Blow a tube on common amplifiers and the whole is shut down.

As you probably know, Ade Ter-Louw is one of the most knowledgeable persons on this. He has helped us a great deal and I'm sure could add much to the experiences we have had in our K-12 classrooms in isolated locations. [Signed F. C. Clark, Jr.]

I also have a letter from Russell Bagley, supervisor of instructional materials, Sarasota County Board of Public Instruction, Sarasota, Florida, who writes:

We have been experimenting for the last four years with rear screen projection materials and equipment in our schools because we have an abundance of "fish-bowl" type classrooms and little provision for light control. We have developed a functional, fundamental rear projection unit which one of the teachers and I decided to make available to others. We have formed a corporation to manufacture the Audi-Viewer and have made a number of sales although we are just getting started in the industry.

Russell Bagley has been an active member of DAVI for some time; many of you know him personally and may be interested in writing for further information.

There are a number of other manufacturers producing in this area. If you have tried to solve your light control problems with this type of equipment or by other means, we invite you to share your experiences through this column.

—WILLIAM H. KING

KEYSTONE now offers you . . .

PROTECT-A-PRINT LEADER

- Avoid Misthreading Damage!
- Avoid Film Scratch

PROTECT-A-PRINT LEADER is designed specifically to prevent print damage from dirty projectors and careless misthreading. Its special coating automatically cleans dirty projectors and its extra toughness automatically avoids misthreading damage.

Intensive tests, and the experience of hundreds of users, have proved that PROTECT-A-PRINT LEADER is highly effective and thoroughly safe! Your satisfaction is unconditionally assured.

Write for further information or a demonstration by our Local Representative:

KEYSTONE VIEW CO., Meadville, Pa.

Since 1892, Producers of Superior Visual Aids

Exclusive Distributor of Protect-a-Print Leader to the Educational Field.

THE CLASSROOM TEACHER REMAINS IN THE CENTER OF THE PICTURE AT CORONET FILMS

Why do
teachers overwhelmingly
prefer
Coronet films
to all other
educational
motion pictures?

...Because Coronet films have been produced
solely with classroom requirements in mind!

Even in brief screening sessions, teachers are quick to recognize that Coronet films are designed to make optimum use of limited time... to reflect basic educational concepts... and to correlate precisely with the curricula and textbooks which are the teacher's guides in daily instruction.

As she strives to make her classroom a vivid, rich center of learning, the teacher considers it an obligation to restrict her use of materials to those, like Coronet films, which help her do the most effective, specific teaching job.

Her enthusiastic approval of Coronet films is substantiated by the important fact that Coronet maintains a research-script department which analyzes, unit by unit, state-approved curricula and appropriate related texts to determine fundamental guideposts for scriptwriters and film makers.

The result? — films which *truly* correlate to what is being taught... exactly and specifically.

You may wish to investigate for yourself why Coronet films are teacher-preferred. We shall be pleased to send you a handsome, new chart correlating more than 100 science films for grades 4-6 to 30 widely used textbooks (from which you may make preview selections at no obligation) and other literature telling the complete story of Coronet Films. Merely send your request to:

CORONET FILMS

DEPT. AV-361 • CORONET BUILDING • CHICAGO 1, ILLINOIS

A Pattern for Cooperative Activity

WILLIAM C. MILLER

IN THE FALL OF 1959 a committee was formed to foster cooperation and communication between DAVI and the Association for Supervision and Curriculum Development. Made up of Michigan educators at the suggestion of the two national organizations, the committee has carried on pilot operations within the state with the hope that successful activities might form a pattern for cooperative action nationwide.

Two principal reasons were advanced for taking this step: first, it was recognized that the two organizations share many areas of common interest and concern; and second, it was agreed that good curriculum and audiovisual practices should be recognized and publicized on a wider basis than either organization can accomplish alone.

Clarification of purposes and identification of areas of mutual concern were important first steps. The general principles governing the operation of the committee were stated in these terms:

1. We are concerned with the improvement of instruction, which we believe will come about through greater cooperation between curriculum people and those with responsibility for materials services.

2. We believe that it is necessary in education first to identify purposes and then to determine methods and select materials.

3. We agree that cooperation between the two groups will have more impact and lasting effect if cooperative projects involve district personnel.

The committee, consistent with the third statement, has initiated and is investigating the feasibility of several projects on the local level.

A pilot workshop was held in the fall of 1960 within the framework of the annual Michigan Education Association Regional Meetings. The purpose was to show the interrelatedness of planning for, selecting, and using instructional materials. Jointly planned by local AV, library, and curriculum persons, the program consisted of role-playing sessions involving materials specialists and a curriculum consultant working with a classroom teacher. The performance demonstrated how to plan and use the total range of instructional materials.

About 120 persons observed the role playing and discussed the problem of coordinating services and planning for effective use of materials. The committee felt that the program was particularly successful because it was carefully planned and rehearsed and involved an actual unit of work. As a result of this effort, a representative from the DAVI-ASCD Committee met with district representatives of the state education association in the hope that this type of meeting could be planned for each region in Michigan.

Recognizing the importance of publicizing ideas and programs that foster cooperation, members of the committee have written articles treating one of their major concerns—instructional materials centers. These have appeared in *Junior Library* and *Educational Leadership*.*

The state education magazine has been petitioned to enlarge its calendar of events to accommodate a more complete description of the programs. The objective is to encourage attendance at conferences by persons from other organizations.

An investigation is also being made to determine the possibility of joint mailings of appropriate publications and announcements. The Michigan Education Association may serve as a central mailing source.

Members of the joint committee are also active in other important groups which represent cooperation between curriculum and audiovisual people. They are:

- *The State Department of Public Instruction Curriculum Planning Committee, Sub-Committee on Instructional Materials:* This organization has recently issued two publications on instructional materials centers. (*Planning the Instructional Materials Center for Elementary and Secondary Schools*—Bulletin 422, and *Staffing the Instructional Materials Center in Elementary and Secondary Schools*—Bulletin 427.) A third booklet, now being printed, shows how an instructional materials center can affect the curriculum and describes activities which take place in an instructional materials center serving a single building.

- *Joint Conference on Instructional Materials:* Members of the DAVI-ASCD committee have served on the planning committee for two cooperative conferences held in Michigan and have also been active as resource people in each meeting. The conferences have been jointly sponsored by the Michigan Audio-Visual Association, Michigan Association of School Librarians, and Michigan Association for Supervision and Curriculum Development. The most recent, in December 1960, dealt entirely with instructional materials centers. Interest groups discussed establishing new materials centers, integrating existing separate library and audiovisual services, and coordinating existing separate audiovisual and library services.

- *The Michigan Audio-Visual Association Yearbook on Instructional Materials Programs:* The Michigan Audio-Visual Association will publish a yearbook presenting information about existing and integrated materials programs in the state. It will give details on the extent and nature of programs including how the program developed, facilities, personnel, services, problems, and plans for future growth.

Through these and similar activities, the joint DAVI-ASCD committee believes that greater cooperation can be engendered between the state and national organizations.

Members serving on the committee are: Dic Leonardelli, Western Michigan University; Jack Cochran, Kalamazoo Public Schools; Ford Lemler, University of Michigan; Marie McMahan, Battle Creek Public Schools; Robert Kingsley, Midland Public Schools; and the writer.

Mr. Miller is education consultant for the Wayne County Board of Education (Detroit).

* A report similar to the one printed here will also be published in **Educational Leadership.**

88 ELEMENTARY SCIENCE COLOR FILMSTRIPS

Eight Series

Eleven Filmstrips Each Series, with Teacher Guides

1. Rocks, Soils, and Minerals; 2. Light; 3. Sound; 4. Universe and Solar System; 5. Living Matter; 6. Health and Safety; 7. Electricity and Magnetism; 8. Heat; 9. Man's Use and Control; 10. Air and Water; 11. Some Properties, Structures, and Changes in Matter

Complete Set $480.00

Individual Series (11 Filmstrips) $60.00 each

COLONIAL FILMS

71 Walton St., N. W. Atlanta 3, Ga.

NEWCOMB

pronunciator

MODEL AV-LSV

a new, compact, portable, economical language trainer

The Newcomb Pronunciator is a four-speed, variable-speed, compact phonograph with an earphone-microphone headset. It is designed primarily as a pronunciation comparator in foreign language teaching, but it will undoubtedly find many additional applications in libraries, laboratories, reading rooms, and other classrooms. The Pronunciator is an efficient teaching tool for pupils of all ages. When the student repeats a word into the microphone, he hears exactly how his voice sounds to others as well as how closely his pronunciation approximates that of the recorded voice. Circuit of vocal sound through microphone-amplifier-headphones in effect bypasses hearing through bone conduction – the usual means of subjective perception – and gives an accurate, objective representation of how the student's voice really sounds. There are separate volume controls for phono and microphone. The Pronunciator is equipped with the Newcomb Acra-Set tone arm lifter. This permits, with the turn of a knob, introduction of a pause between words and simplifies repetition of a passage. It also protects the record. The Pronunciator capitalizes on the advantages inherent in disc recordings – ready availability, low cost, and ease of operation. Virtually all students are already familiar with phonographs and will know how to operate the Pronunciator with only a minimum of instruction. Not only is the acquisition cost low, but the Pronunciator requires no architectural modification or expensive construction. Yet it is surprisingly versatile, has an input jack for audio signals from a tape recorder, radio, or teacher's amplifier, also has an output jack to teacher's monitor and an a.c. outlet for film projector. It requires little maintenance, is as ruggedly built and dependable as all Newcomb Audio equipment. It weighs just 12½ pounds, can be easily carried from one room to another or taken home for special assignments. It takes up little room in storage – measures 6⅜"x9⅜"x14¾". It plays any size record up to 12". Write for your free copy of Bulletin AV-11 which describes the Pronunciator in detail. Handy bid specifications are also available to qualified personnel.

NEWCOMB AUDIO PRODUCTS COMPANY, DEPT. AV-3, 6824 LEXINGTON AVENUE, HOLLYWOOD 38, CALIFORNIA

Education Outlook Bright in this Session

IMPORTANT EDUCATIONAL LEGISLATION will see action in this session of Congress. This, at any rate, seems to be the consensus as observers on Capitol Hill await the introduction of an Administration-backed measure. (See Clips for late release.)

More than 150 other educational bills were brought to the floor of the House and Senate during the first month of the 87th Congress. If passed, these would affect housing, scholarships, education tax credits, tax exemptions, driver training, school lunch, health education, international education, education of the blind, exceptional children, and other phases of education. The NEA Legislative Division sees in the Cooper bill introduced in the Senate on January 31 an indication of increased interest on the part of legislators of both parties in "school legislation which is broader than school construction only."

In this promising climate, Dr. Hyer joins with Chairman William H. King of the Legislative Committee in urging DAVI members to make their wants known now to their representatives in the House and Senate.

The bill introduced by Senator John Sherman Cooper (R-Ky.) and six cosponsors is a four-year school assistance program of grants to states, ranging from $710 million the first year to $1 billion in the fourth. The money could be used either for school construction or teachers' salaries. The Cooper bill (S723) would give each state a minimum of $20 per pupil in average daily attendance, with an equalization formula that would give more to poorer states. The sponsors say the aim of the bill is to give each state a minimum foundation program on the basis of $400 a year per pupil in average daily attendance. The bill assumes that 4 percent of total personal income is a fair measure of a state's resources for education.

The bill specifies that each state's allotment would be at least $20 per pupil or half of the amount by which the cost of a $400 foundation program exceeds 4 percent of personal income, whichever is larger. The states would be encouraged, but not required, to supply the other half needed to achieve the $400 figure.

Another federal support bill, introduced January 5 by Senator Pat McNamara (D-Mich.), would provide $1.8 billion in federal funds in the next two years to be used at the discretion of local school districts for school construction or teachers' salaries. Identical to the Senate bill passed last year by a vote of 51 to 34, the measure calls for the expenditure of $20 per child of school age (5 to 17 years). After the first year it would require matching funds from states or local districts.

Also re-introduced into this session is the ETV facilities bill buried in the House last year after having passed the Senate. Hearings before the Senate Committee on Interstate and Foreign Commerce began March 1.

The bill, sponsored by Warren G. Magnuson (D-Wash.) and four other senators, would give financial assistance to states and organizations wishing to establish or improve television broadcasting facilities for educational purposes. Applicants for grants would be required to show that the facilities in question were under the control either of (1) the state superintendent of public instruction; (2) a non-profit organization; (3) a state educational television commission; or (4) a state college or university. They would also need to show that such facilities would be used only for educational purposes and that necessary funds for operation and maintenance were available.

Grantees would be entitled to one or more grants under the provisions of the Act, but the total amount of grants in any state should not exceed $1 million. The bill would permit the acquisition and installation of transmission apparatus necessary for television broadcasting (including closed-circuit) but not the construction or repair of structures to house such apparatus.

• • •

Your Witness, Mr. Chairman is a six-page leaflet prepared for persons appearing before Congressional committees. No. 9 in the Political Primer series by George Arnstein, it is available free from the NEA Division of Federal Relations.

Non-Hardware

TEACHING MACHINES

For performance-centered learning and intrinsic programming.

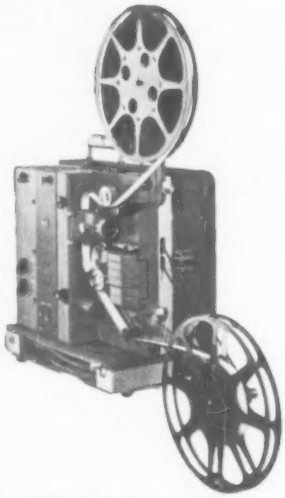
*COMMON-CORE methods
"TRAINER-TESTER" devices (Reg. U.S. Pat. Off.)
SHOW-HOW services

Licenses available, U.S. and foreign patents

* Synthetic Simulations® (U.S. Reg. No. 674,338)
* Printechnic® (U.S. Reg. No. 671,332)
* Trainer-Tester Printechnic® (U.S. Reg. No. 671,333)
* Service Mark

For information, write
VAN VALKENBURGH, NOOGER & NEVILLE, INC.
15 MAIDEN LANE, NEW YORK 38, N. Y.

Good reasons for RCA projector popularity!



- "Life-Tested*"—your assurance of projector quality!
- Easiest, fastest threading in the 16mm field!
- Whisper-quiet operation!
- Powerful 1200-watt lamp—throws 20% more light on screen!
- Built-in lubrication!
- Pressure guides are the "softest touch" in film handling!
- Nylon film pressure shoe—lasts 2 to 3 times longer!
- Superior sound reproduction!
- Longer operating life; minimum maintenance!

*Rigid endurance standards have been set for RCA "LIFE-TESTED" Projectors. Individual components as well as finished projectors are subjected to continuous testing to evaluate the durability and efficiency of all operating parts. "LIFE-TESTED" at RCA means better, more reliable performance from RCA Projectors.

RCA Tmk(s)®

RADIO CORPORATION of AMERICA

AUDIO-VISUAL PRODUCTS • CAMDEN 2, N.J.

. . . easier, quieter, safer!

Take the outstanding performer in 16mm projectors. Add an easy, smooth, quiet reverse action—that's the new RCA "Life-Tested"* Projector.

RCA reverse is quick as a flick of the wrist, because RCA's forward and reverse operate from a *single* rotary switch. You hear no irritating garbled noise during reverse operation, because RCA reverse *automatically* shuts off the sound. And, unlike other projectors—RCA uses a *separate* motor and blower for reverse. This means the projector lamp is cooled more efficiently . . . films get better protection. Your valuable film libraries get gentler treatment, last longer for greater economy!

Add up all the reasons and you'll see why RCA is the finest projector!

Your RCA Audio-Visual dealer has all the facts on reverse, plus many other good reasons for choosing RCA "Life-Tested"* Projectors. See him, too, for a variety of other audio-visual aids for easier teaching and faster learning. Look in the Classified Directory under "Motion Picture Equipment and Supplies" . . . or write us for details. Audio Products, Radio Corporation of America, Camden 2, N.J.

RCA®

The Most Trusted Name in Electronics

RADIO CORPORATION OF AMERICA

"GOOD RIDDANCE"
The story of water pollution
A documentation of one area's water pollution problems and its progress toward clean water . . . suggesting, for other areas, a course for corrective action.
A useful classroom AV tool.
Basic film 24½ minutes; film with special state segment 29 minutes (Ill., Ind., Ky., NY, Ohio, Penna., Va., W. Va.) 16mm—color.
Write for brochure which contains verbatim script.
Stuart Finley
6926 Mansfield Road
Falls Church, Virginia

MATHEMATICS FILMS
Available Under Title III
PARALLEL LINES
11 minutes — color or b & w
A motivational film for
Geometry or General Mathematics
Preview Prints Available
Johnson Hunt Productions
FILM CENTER
LA CAÑADA CALIFORNIA

IS YOUR FILM···
• *Dirty?* • *Scratched?*
• *Brittle?* • *Worn?*
• *Stained?* • *Rainy?*
• *Damaged?*
Send it to
THE FILM DOCTORS®
Specialists in the Science of
FILM REJUVENATION
FOR 16 MM AND 35 MM
RAPIDWELD Process includes treatment for:
• Dirt • Abrasions
• Scratch Removal • "Rain"
8MM SERVICES NOW AVAILABLE.
Send for free Brochure, "FACTS ON FILM CARE".
Dept. C.
RAPID FILM TECHNIQUE, INC.
37-02 27 ST., L. I. C. 1, N. Y.
STillwell 6-4600 • Est. 1940

Revision Sought on All NDEA Titles

LAST YEAR the DAVI Executive Committee authorized the Legislative Committee to make a study of desirable revisions in the National Defense Education Act. Dr. Hyer reports that Chairman King has submitted recommendations for revision in five areas after canvassing opinion throughout the states. On the strength of these recommendations, DAVI is now developing a position paper which will be made public in the near future.

In the meantime the U.S. Office of Education has released the report of 21 consultants who met for a series of discussions in Washington last fall.

The foreword states that while the signatories were not unanimous on every particular, they were in general agreement on the recommendations made. Lone dissenter who published a minority report was Arthur Bestor, professor of history at the University of Illinois and principal founder and ideologist of the Council for Basic Education.

Generally the report asked for revisions that would strengthen guidance and counseling services, student financial assistance, staff, facilities, and curriculum, and that would "contribute further to an appropriate balance in the fields of study." One of their major recommendations was to increase the supply of qualified teachers "for all subjects at all levels. . . ."

The consultants emphasized their belief that particularized efforts would fail to adequately strengthen education as a whole "unless our schools and colleges are provided with increased financial support from the Federal Government. . . ." They stated their belief that an extension of the Act should be for a period of five years.

The panel made specific recommendations on all titles. Here are some of the ones on the Student Loan Program and Titles III, VII, and X.

Student Loan Program: The disclaimer affidavit requirement should be discontinued; the present loan forgiveness feature for public elementary and secondary teachers should be extended to all school and college teachers.

Title III: Provisions should be expanded to include English.

Title VII: The panel recommended that (1) current programs be continued; (2) the current rate of authorization be increased by $5 million to provide more support for demonstrations and related activities; and (3) that the FCC be requested to continue to reserve television channels presently used for non-commercial broadcasting until "further evidence is available as to the effectiveness of this medium." (These are the panel's full recommendations on Title VII.)

Title X (Statistical Program): A measure should be enacted to enable the U.S. Office of Education to develop an inventory of items on which more statistical data are needed. The inventory would identify needed improvements and additions including those relative to the quality, quantity and timeliness of information.

Professor Bestor declined to sign the report on the grounds that it refused "to discriminate the conspicuously valuable program from the comparatively worthless one. . . ."

"The National Defense Education Act," he wrote in his minority report, "is a hodge-podge of different measures. Certain of these have contributed importantly to the improvement of American education. Others, it seems to me, have reinforced the very tendencies that produced American educational weaknesses in the first place. Such tendencies include an overemphasis on allegedly 'practical' courses at the expense of solid learning, an obsession with mere pedagogical methods, and excessive reliance on gadgets and 'media.' The various federal educational programs that point in this adverse direction, should, I feel, be abandoned or curtailed."

Curriculum in Wrong Hands

Strengths of the NDEA program in Professor Bestor's view are the provisions for assisting individual students of high ability through loans, scholarships, fellowships, etc.; and restricting the equipment and remodeling clauses to academic classrooms and laboratories. He agrees with the majority report that weaknesses in the curriculum should be strengthened but believes that the most constructive steps along these lines have been taken by the National Science Foundation where scientists and mathematicians have a "direct, immediate, and effective role in working out improved school programs." The curriculum should, in other words, be restored to the hands of the subject-matter experts instead of being left to the "vagaries of the pedagogical experts."

Consultants serving on the panel other than Professor Bestor were:

James E. Allen, Jr., Commissioner of Education, New York; Louis T. Benezet, presi-

(See page 112)

"A NEW KIND OF MOVIE...

A Superspectacle with spiritual vitality and moral force...One of the year's best!"

– TIME MAGAZINE

"EXCELLENT, SPECIAL MERIT AWARD."

– PARENTS' MAGAZINE
FAMILY MOVIE GUIDE
FOR ADULTS AND YOUNG FOLKS.

"'SPARTACUS' is a film of heroic proportions."

– FILM ESTIMATE BOARD OF NATIONAL ORGANIZATIONS' "GREEN SHEET"

"This film is a lesson in freedom and man's sacrifices in the name of it."

– MOTION PICTURE COMMITTEE OF THE NATIONAL SOCIETY, DAUGHTERS OF THE AMERICAN REVOLUTION

"The beautiful love story unfolds a magnificent spectacle...the costumes and the color are breath-taking and the acting is superb on all counts."

– AMERICAN GIRL MAGAZINE, PUBLISHED BY THE GIRL SCOUTS OF AMERICA

"The outstanding picture of the year. I shall recommend it unreservedly."

– LAURA F. CURRY, CHAIRMAN, MOTION PICTURES, CALIFORNIA FEDERATION OF WOMEN'S CLUBS

"The theme of this film, of course, is man's right to freedom and dignity, which should not be denied him."

– BUREAU OF AUDIO VISUAL INSTRUCTION SCHOOL AND THEATRE COMMITTEE'S INFORMATION BULLETIN, BOARD OF EDUCATION. CITY OF NEW YORK

KIRK DOUGLAS · LAURENCE OLIVIER · JEAN SIMMONS
CHARLES LAUGHTON · PETER USTINOV · JOHN GAVIN
AND
TONY CURTIS
AS ANTONINUS

SPARTACUS

TECHNICOLOR® · SUPER TECHNIRAMA® 70 · LENSES BY PANAVISION

Directed by STANLEY KUBRICK · Screenplay by DALTON TRUMBO · Based on a novel by HOWARD FAST · Produced by EDWARD LEWIS
Executive Producer KIRK DOUGLAS · Music composed and conducted by ALEX NORTH · A Bryna Production · A Universal-International Release

OF SPECIAL INTEREST TO TEACHERS!

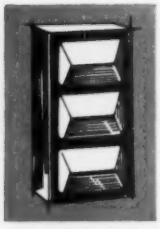
Available to teachers and students—

Study Guides edited by William Lewin, Ph. D. and prepared by Joseph Mersand, Ph. D., past President, National Council of Teachers of English. Also Free Educators Kit. Write to Spartacus Group Sales Dept., 445 Park Avenue, New York 22, N. Y. or consult any theatre in your vicinity playing SPARTACUS.

New teaching versatility and ease of operation are yours in *Electrofonic* Language Lab

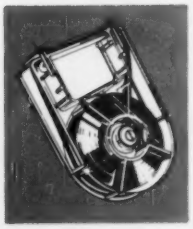
We asked experienced language teachers what equipment they needed to achieve maximum effectiveness in their work. Then our electronic experts designed and built the G. E. C. Electrofonic Language Laboratory to the teachers' specifications. That's why it's more than a mere assembly of existing audio-visual equipment. It's a new, integrated design that provides a complete choice of functions to fit any teaching technique. Yet it has unprecedented simplicity of control. Schools using the Electrofonic Language Lab are enthusiastic about it. Here are some of the reasons why:

EASIER TO OPERATE



Simplified controls leave the teacher free to teach and the student free to learn. Both are relieved of undue preoccupation with mechanical problems. The teacher can play lesson tapes, monitor or talk to individual students, small groups or the entire class—all with fingertip controls that indicate settings clearly. The mechanical operations soon become automatic to both teacher and student. Simplicity makes it possible to use student assistance if desired.

NO TAPE HANDLING PROBLEMS



Instant tape handling is provided by the Electrofonic cartridge system. Threading is automatic when the cartridge is inserted in either the teacher console or student unit. There is never any rewinding. Tapes are automatically set for the beginning of the next lesson. Even new students can operate recording and tape playing equipment quickly, leaving more time for learning. Teachers find it easy to record and duplicate their own lesson tapes.

HIGH FIDELITY

Full range reproduction is important in foreign language learning. The Electrofonic system is "hi-fi" throughout, including student microphones and headsets. Students hear and learn to use all the overtones and fine shadings of tone that are present in accurate, native pronunciation of a foreign language.

COMPLETE TEACHING FLEXIBILITY

Complete choice of teaching techniques is possible with the Electrofonic Language Lab. Students may listen, respond, and record. The teacher may play any combination of lesson tapes to individuals, small groups or the entire class. The teacher may silently monitor any student or group or may talk with any combination of students. Teacher and students can record easily. Student drill is simple, convenient and effective.

Electrofonic Lab is simple to use, easy to expand and economical to operate

JUST PLUG IT IN

Fully transistorized Electrofonic Lab has such low power consumption that it can be plugged into an ordinary, existing classroom circuit. Special wiring is eliminated. Absence of vacuum tube heat makes special air conditioning unnecessary.

START SMALL, ADD UNITS LATER

The elements of the complete Electrofonic Language Lab are designed as modules that can be combined or expanded as desired.

LONG-TERM ECONOMY

Transistorized design means a smaller electric bill and eliminates frequent checking and replacement of vacuum tubes. Quality construction throughout will keep maintenance costs at a minimum.

WE'D LIKE TO TELL YOU MORE

Our language laboratory consultants will be glad to discuss your requirements with you or your architect, and make recommendations with no obligation to you.

A new 8-page brochure giving more details on the Electrofonic Language Lab is yours for the asking.

If you want to see your local representative, or just want the brochure, or have a specific question you'd like answered, please write or telephone today.

GENERAL ELECTRONIC CONTROL, INC.

TUxedo 8-5511

8001 BLOOMINGTON FREEWAY
MINNEAPOLIS 20, MINNESOTA

MRI | TRW

world's most complete line of language laboratory equipment

complete supervision for complete language teaching control

Model CD-6L

Also available Model CD-3L with single pedestal.

MRI | TRW

Magneticon teacher-control console desk

Increased teaching efficiency, provided by the CD-6L's complete control, is one of the important benefits assured by MRI/TRW's long language laboratory experience.

This modern, functional unit (illustrated) gives you the space you need for as many as 6 tape reel or automatic magazine playback/recorders, and/or phonographs. Plenty of room for storing tapes, headsets, other accessories...all out of sight...out of the way! Sliding formica tops instantly add extra wide, useful desk area.

Besides offering *the world's most complete line of quality, easy-to-use equipment,* MRI/TRW *maintains a* continuing program of vital educational services. Tested teaching techniques, seminars and consultations are among the many ways MRI/TRW helps assure maximum effectiveness, maximum utilization of equipment. Write today for complete details on MRI/TRW advanced language laboratory equipment and educational services . . . and full specifications of the new Magneticon Console/Desk. *Language specialists available in your area for consultation*

- Low, efficient design lets you see entire class, while seated
- Fingertip audio control of up to 6 programs
- Instant contact with as many as 150 students—one or all

EDUCATIONAL ELECTRONICS DIVISION

Thompson Ramo Wooldridge Inc.

532 Sylvan Avenue, Englewood Cliffs, N.J. • LOwell 7-5200

divisions and subsidiaries serving the educational field:
Magnetic Recording Industries • Dage Television • Bell Sound • Bel Canto • Intellectronics
On display at AASA: St. Louis-1-37/39, Phila.-D-44/46 • at DAVI-95-97

NDEA Revision—Continued

dent, Colorado College; J. Douglas Brown, dean of the faculty, Princeton University; James B. Conant; John E. Cosgrove, assistant director of education, AFL-CIO; Willis E. Dugan, professor of educational psychology, University of Minnesota; J. W. Edgar, Commissioner of Education, Texas; Lynn A. Emerson, Chevy Chase, Maryland; Martin Essex, superintendent of schools, Akron; Marion B. Folson, director of Eastman Kodak; Alfred M. Gruenther, president of the American Red Cross; The Right Reverend Frederick G. Hochwalt, executive secretary, The National Catholic Education Association; Devereux C. Josephs, New York City; R. M. Lumiansky, dean of the graduate school, Tulane University; Wheeler McMillen, vice president, Farm Journal, Inc.; Lorimer D. Milton, president, Citizens Trust Company, Atlanta; Anne G. Pannell, president, Sweet Briar College; A. L. Sachar, president, Brandeis University; Ruth Stout, NEA past president; and E. W. Strong, vice chancellor, the University of California.

Have You Seen These?

Better Bulletin Board Displays (Bridges for Ideas, No. 11) prepared by J. Preston Lockridge and illustrated by Gerda G. McMurry. Visual Instruction Bureau, University of Texas, Austin. 62 p., $2 (quantity discounts).

Teacher Education: Direction for the Sixties, American Association of Colleges for Teacher Education. The complete report of the Tenth Biennial School for Executives, Bemidji State College, Bemidji, Minnesota, August 1960. v+102 p., $2.50 from the Association, 1201 16th St., N.W., Washington 6. D. C.

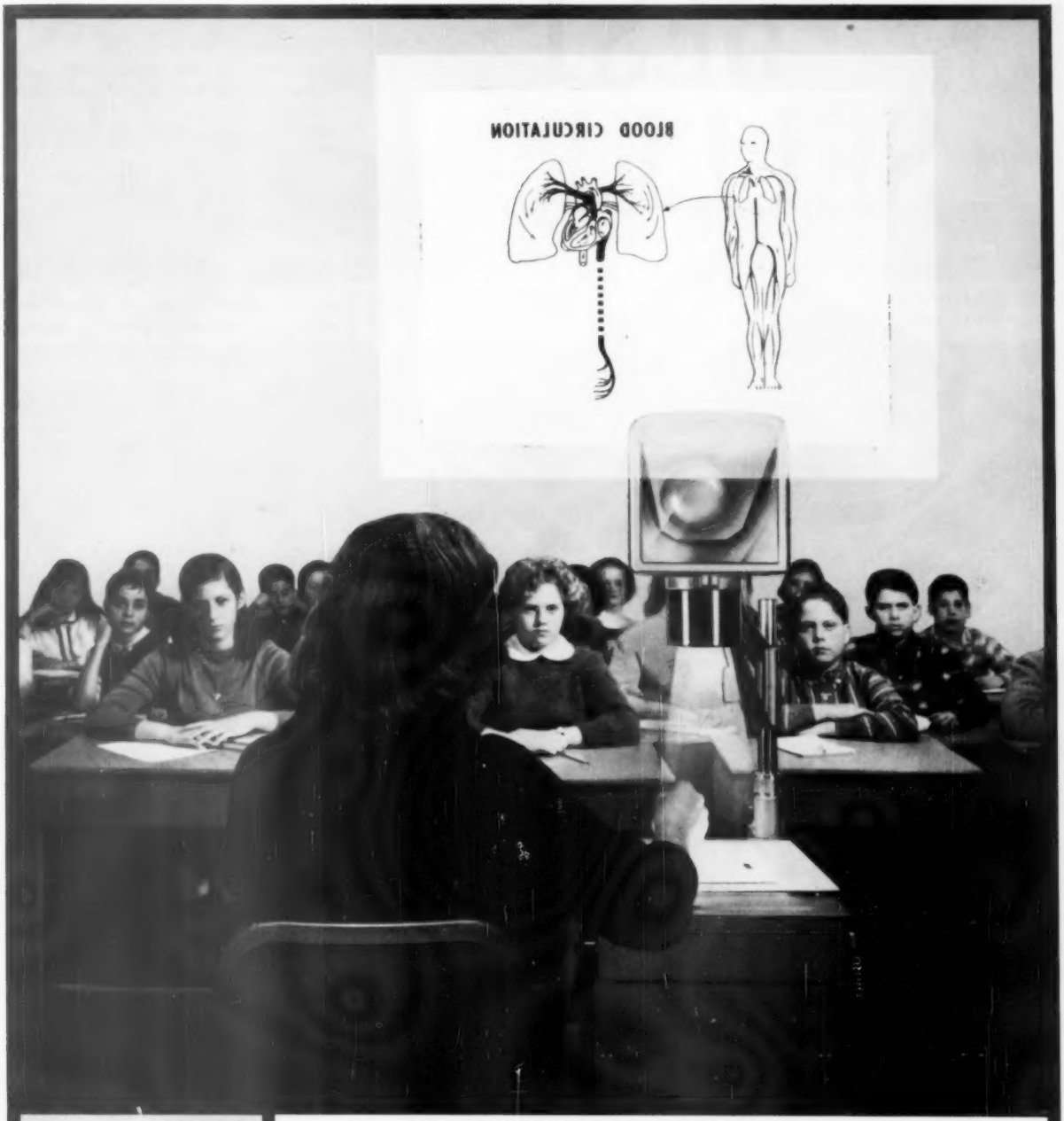
Television in Teacher Education, American Association of Colleges for Teacher Education. Definition, present practices, and some coverage of ETV history. $1.50 from the Association, address same as above.

Mental Health Motion Pictures, A Selective Guide, 1960. National Institute of Health. A 98-page catalog of films with description and synopsis of each. Catalog No. FS2. 22/15: M85/-960. Superintendent of Public Documents, Government Printing Office, Washington 25, D. C. 35 cents.

Overhead Projection by Horace Hartsell and Wilfred Veenendaal. Henry Stewart Inc., Buffalo 3, N. Y. Available from publisher. Extensively illustrated with six sections: The Overhead Projector, The Delineascope Overhead Projector, Using the Overhead Projector, Teaching With the Overhead Projector, Producing Overhead Transparencies, and, Beginning Your Transparency File.

The Ford Foundation Annual Report, 1960, is a 183-page publication describing the various national and

(See page 114)



BESELER VU-GRAPH

The Right Hand of Teaching

Aid good teachers to utilize their skills to greatest advantage, accelerate their teaching pace, work with larger groups—these are the important benefits being derived from the use of Beseler Vu Graph Overhead Projectors. Operated from the front of a fully lighted room the Vu Graph is a teacher's "electric blackboard." Facing the class at all times, the teacher projects what she writes, **as she writes it.** A new word appears on the screen the instant she says it...step by step a problem is solved before the eyes of the entire class as she explains it. Almost without effort the Vu Graph becomes her "right hand of teaching."

To learn about the specific benefits of Vu Graph Overhead Projectors for your school write for a free, "no obligation" demonstration . . . or "Vu Graph As An Instructional Aid," a free, informative booklet written for teachers by teachers.

CB PROJECTION DIVISION

CHARLES BESELER COMPANY 213 So. 18th Street, East Orange, New Jersey

BEST SELLER

ATC 300C

$59.50 school net

$89.25 list

THE MOST POPULAR 4-SPEED CLASSROOM RECORD PLAYER IN YEARS.

The ATC 300C utilizes proven teaching features and eliminates useless consumer frills.

10 watt Hi-Fi amplifier, transformer powered for complete safety.

9" oval speaker with coaxial tweeter cone.

Standard output jack for headsets.

Automatic turntable release.

Ample space for AC cord storage.

Phono needle protected from hitting motorboard, knobs or side of case.

Scuff resistant fabricoid covered ⅜" plywood case, metal corners and knees, solid hard plastic handle.

Spring cushioned plastic feet. Carrying weight only 17 lbs.

ATC 300VC with variable speed turntable, $111.75 List. $74.50 Net.

SEE YOUR DEALER OR WRITE FOR COMPLETE SPECIFICATIONS.

AUDIOTRONICS

AudioTronics CORP., 11057 WEDDINGTON ST., NORTH HOLLYWOOD, CALIF.

Have You Seen These?—Continued

international programs on education sponsored by the Foundation. Covering the last half of the report is a complete list of fellowships, grants and financial statements for the year 1959-60.

Amo De Bernardis' new booklet on *The Use of Instructional Materials* (Appleton-Century-Crofts, 1960) is now available for $1.10. Besides a description of various teaching aids, community resources, and a materials service center, a list of instructional materials sources is given in the appendix.

Filmstrips

Determining Student Grades deals with the pros and cons of competitive grading, and grading a student against his ability to learn. Designed for use with pre- and inservice training of teachers. (Available from Bel-Mort Films, Inc., 124 N.W., 9th Ave., Portland 9, Oregon; 43 frames, color, $6.50.)

Grouping Students for Effective Learning analyzes age and ability in grouping students; flexible grouping is also considered. (44 frames, color, $6.50 from Bel-Mort Films, Inc.)

Films

Craftsmanship and Automation describes the printing and binding of an encyclopedia. Of interest and informational value to those interested in books and bookmaking. (Free loan from R. R. Donnelley & Sons, Co., Field Enterprises Educational Corporation, Merchandise Mart Plaza, Chicago 54; 16mm, sound, color, 22 minutes.)

Electrical Safety in the Home alerts viewers to common electrical hazards and depicts proper methods of correcting or preventing them. Designed for upper elementary, junior high, and adult viewers. (Stout State College, Menomonie, Wisconsin; 14 minutes, sound, color, $140.)

Europe Without Frontiers, a 22-minute sound, color, 16mm standard screen motion picture produced by Roger Leenhardt of Son et Lumière Films, Paris, and adapted with English narration and titles. The general theme explains how the European Community is pulling six nations together. Scenes of Europe and its industrial development. Some animated cartoons. Free to educational institutions. Inquire the European Community, 220 Southern Building, 1425 H Street N.W., Washington 5, D. C.

At the new Kaibab Elementary School, Scottsdale, Arizona, selected by A.A.S.A. for its exhibit of outstanding school designs, Mr. Marvin Osborn, Audio-Visual Director says:

"In operation 75% of the school day, these Kodak Pageant Projectors just keep running...without fail!"

"Once-a-year checkups seem to be all they need to keep them operating the way we like, with no breakdowns, no disruptions of classroom order.

"Projection Club, 6th, 7th and 8th grade students handle showings. They catch on fast to the Pageant's simple operation."

Stresses on audio-visual equipment are extraordinary, even in normal use. Constant usage, hard usage, and usage by many different people mean that projection equipment must be built specifically for Audio-Visual work, if it is to endure.

That's the way we have constructed Kodak Pageant Projectors. First, to be sturdy . . . with quality sound and screen image for all types of A-V usage. Then, to be simply operated . . . even by children. Finally, to be easily maintained . . . with only occasional checkup.

Kodak Pageant Projectors are sold through Kodak Audio-Visual dealers, who will demonstrate at your convenience. Or, you can write for Bulletin V3-22; no obligation, of course.

Kodak Pageant Projector 〉 **EASTMAN KODAK COMPANY,** Dept. 8-V, Rochester 4, N.Y.

DAVI Participates as AOTE Affiliate

W. R. FULTON

THE ASSOCIATED ORGANIZATIONS FOR TEACHER EDUCATION (AOTE) is a voluntary association of organizations which have a primary interest in teacher education or which have divisions primarily interested in teacher education. The purpose of association is the maximum fulfillment of the common objective of these associations—the advancement of teacher education. The relationship among the associated organizations is entirely functional in nature and in no way affects the physical structure, the individual identity, or the autonomy of the organizations associated.

The Advisory Council for Teacher Education is an integral part of AOTE, and is comprised of two representatives from each associated organization and a number of representatives from AACTE* equal to the number of associated organizations. The Council serves as an agency for the creation of ideas and concepts for the advancement of teacher education and for making recommendations of plans and procedures for translating and implementing such ideas toward the improvement of teacher education. Such recommendations are channeled through the Executive Committee of the AACTE for their consideration and subsequent assignment to appropriate committees. Four members of the Advisory Committee are elected as members of the Executive Committee of AACTE. In addition, other members of the Advisory Committee and/or members of the respective associated organizations are eligible to serve on study and action committees of the AACTE.

The Associated Organizations for Teacher Education is jointly financed by its member organizations. Organizations with a primary objective of teacher education having individual members, or organizations with a section of their identifiable membership involved primarily in teacher education, contribute $1 per member. Organizations having institutional members, none of which are clearly identified as being exclusively in teacher education, contribute one-tenth of their annual operating budget or an amount negotiated. DAVI falls in the latter category and has been affiliated on the basis of a negotiated sum.

DAVI OFFICIALLY REPRESENTED

DAVI is one of ten organizations now affiliated with AOTE. Our representatives to the Advisory Council are Anna L. Hyer (three year term) and W. R. Fulton (two year term). Our affiliation began at the second annual meeting of the organization in Washington, D. C., on October 12-14, 1960, with both representatives in attendance.

A part of the agenda of this meeting included presentations and discussion of some significant issues affecting teacher education, such as "Issues Pertaining to Policies, Standards, and Procedures of NCATE**", "Issues Pertaining to Federal Programs in Higher Education," and "Issues Pertaining to Vocational and Practical Arts Education." Of particular interest to DAVI was the presentation and discussion of the first of these "Issues Pertaining to Policies, Standards and Procedures of NCATE" in which Earl Armstrong suggested some ways in which AOTE could assist in the accreditation procedure. He suggested that constituent organizations do two things: (1) nominate competent people from their respective organizations to serve on accreditation visiting teams, and (2) urge institutions being visited to make use of the available supplemental standards. DAVI has already followed through on these suggestions. In addition, letters are being mailed to AV directors in the institutions being visited urging them to take the initiative in seeing that the AV supplement is used. We also learned from Dr. Armstrong that consideration is currently being given to the revision of, and possibly the change of format of current NCATE Standards. This is a matter in which DAVI has a keen interest.

Also on the agenda was a progress report concerning a recommendation of AOTE to the Executive Committee of the AACTE, relating to a proposal that AACTE undertake a systematic analysis of certain factors affecting teacher education. It is interesting to note that this, the first major recommendation of AOTE to the Executive Committee of AACTE, was approved by that body and assigned to the Studies Committee for action. Furthermore, substantial action has already occurred through receipt of a grant from the Ford Foundation to carry forward the AOTE-AACTE proposal.

Because of the AV implications of parts of this proposal and the likely need for DAVI participation in such an appraisal, I am excerpting a part of the proposal for your information. This will also serve as an example of the kind of activities that might possibly be carried forward by AOTE in the future, and give a better insight into some of the possibilities and opportunities accruing from our participation in AOTE.

". . . It is, therefore, the more strategic to engage in the dissemination of broad gauge analysis, the recognized voice of organized teacher education, to encourage the constituted agency of the movement to become more completely sensitized to the new developments impinging upon it, to analyze, develop, and disseminate to its membership (both institutional and organizational) principles and practices of increasingly urgent importance.

"We, therefore, propose that the Studies Committee of the AACTE undertake a systematic analysis of such factors as the following:

1. The developing co-operation between schools and colleges and universities, to define those tasks in teacher education most appropriately performed in schools, in colleges and universities, and jointly. This co-operative approach includes the whole concept of the internship, and of the nature and the placement of the field experience in the preparation of teachers.

2. Emerging concepts in the specialization of teaching, including those of the master teacher, researcher teacher, assistant teacher, non-professional aides to teachers, and similar specialized practitioners of particular teaching functions.

3. The instrumentation of learning, including the increased use of television, both open circuit and closed circuit, of teaching machines, and of other technological aids, and facilitation of such.

4. The results of promising investigations based on logical analysis of teaching behavior and learning procedure. These include the studies of the characteristics of instruction, the effective size of groups, the possibilities of self-direction in learning, the analysis of various acts of teaching, including such investigations as those of B. O. Smith or Nathaniel Gage, or those rooted in the group process or social psychology, such as those reported by Bruner.

5. The special problems of teaching and learning resulting from the acceleration in the shift of the American population, and the aftermath of the urbanization of American society. These would include the problems of urban blight, the stratification of suburbia, or rural deprivation, and would be addressed to indicating the differential applicability of such professional developments as those already cited, to meet these problems.

6. The development of new organizations of the subject-matter fields. Consideration of this topic would include attention to such developments as the work of the College Entrance Examination Board, Commission on English, or on Mathematics, the work of the Physical Science Study Group, the School Mathematics Study Group, and similar curricular ventures which are establishing new channels for inservice teacher education. Why are these channels developing? What forces are impinging on the schools? How can these influences be incorporated into the main stream of teacher education?

7. The impact of the major cultural influences outside the school. These influences include the development of mass communication, the influence of peer group culture, and the proliferation of organizations for youth with special reference to their relationship to formal education.

"In dealing with each of these problem areas, or some combinations of them, the Studies Committee would acknowledge a three-fold function. First, it would initiate careful analytical studies, to assess these promising developments, as seen by the scholars in the appropriate fields. Second, it would derive the implications of these developments for the roles and the functions of the school and the teacher. Third, it would develop the strategy for the introduction of appropriate materials into the procedures of formal teacher education.

"The general procedures envisioned for the accomplishment of these responsibilities would be centered on two or more special meetings of the Studies Committee, in the fall and spring of each year. For each of these meetings the Committee would enlist the scholarly expertness

* American Association of Colleges for Teacher Education

** National Council for Accreditation of Teacher Education

of two to four acknowledged leaders in the fields of knowledge ancillary to the particular problems selected for consideration. These scholars would be retained to prepare working papers for the Committee's use and to meet with the Committee to discuss them, the special emphasis in each discussion to be upon the implications of the development as outlined by the scholar, for the field of teacher education, as seen by the Committee. From these discussion sessions, the Committee through its continuing project staff would prepare and promulgate policy position papers rather than research studies. These documents would be widely distributed to the institutional membership of AACTE and the organizational membership of AOTE for purposes of study, discussion, and action with those groups. In addition to these "grass roots" discussions, continuing analysis would be offered at the meetings of both AACTE and AOTE through programs addressed to these issues. As special needs emerged, special conferences could also be developed . . ."

Other items on the agenda included presentations by Roy Hall on "Problems Pertaining to the Co-operative Research Program," and Fredrika Tandler on "Issues and Problems of Teaching for the Improvement of International Understanding."

On the basis of the presentations and subsequent discussions during the two-day meeting, the Advisory Council sought to formulate a cluster of ideas for transmission to the Executive Committee of the AACTE and the constituent organizations of the Council. Accordingly, the following five statements were developed and approved with the hope that they might be considered by the executive committee of the various constituent organizations and discussed in further depth at the Council's next meeting in April.

MAJOR CONCERNS OF AOTE

1. Suggest consideration of policy of federal grants to institutions for instruction and research in strategically important fields as well as to individual scholars for research on specific projects.

The Advisory Council respectfully urges that the executive committees of each constituent organization of AOTE take whatever steps they deem advisable in encouraging the federal government to greatly increase the amount of federal funds made available for research in education.

It has been observed that funds are now being allocated with emphasis in the fields of mathematics, biological and physical sciences, and that a minimum of consideration is being given to the humanities and education. Funds now being granted are assigned to individual scholars without regard for the larger effects on the total university's program, to the neglect of important aspects of institutional need and to the demands of national concern.

2. Suggest federal government sponsor extension of university programs deliberately designed for the education of college teachers.

The preparation of college teachers is a pressing problem. At the present time the college teacher is being trained largely in connection with research programs. As an assistant in research a prospective college teacher receives little or no training in the strategy and tactics of instruction, basic philosophical and psychological concepts, principles of education, and the role of the university and college in American society.

The Advisory Council of AOTE believes that now is the time to press for an important further development of programs designed particularly to prepare college teachers. It believes current programs stand in urgent need of assistance through national efforts rather than resting upon the unaided efforts of individual colleges and universities. To this end the Advisory Council urges the Executive Committee of AACTE to use its good office to seek the support of the U.S. Office of Education and such other appropriate governmental agencies to provide federal funds for this purpose.

3. Encourage widespread dissemination of understanding of the program of NCATE.

Since the accrediting function of NCATE has become an important stimulus for the improvement of teacher education, and since much educational growth and progress seem to come from staff study of the standards during the process of getting ready for evaluation, AOTE urges AACTE and NCATE to disseminate widespread information concerning NCATE and its procedures among staff members of teacher education institutions.

Some of the organizations now in AOTE at one time played a role in the development of supplementary standards used in the evaluation of institutions. These same organizations now offer their services to NCATE in any way feasible in facilitating a re-examination of the supplementary standards for the purposes of keeping them abreast of current developments.

4. Encourage revision of pre-service and inservice teacher education programs for the promotion of international understanding.

The Advisory Council of AOTE wishes to encourage an analysis of pre-service and inservice teacher education programs to determine what kinds of international understandings should be developed, and where in the curriculum, provision should be made for these learnings.

5. Study the improved content and interrelations of specialized and general elements in the professional education of teachers in vocational fields.

The Advisory Council of AOTE urges that more serious consideration be given to the need for a balanced secondary curriculum to meet the needs of all students, with special recognition to the demands that our society places on those trained in the vocational and practical arts. Special attention should be given to the preparation of teachers in these areas especially for junior and technical college instructors.

The Council further urges that a thorough study be made on how we can more effectively utilize the services of women as they assume their role through their life cycle as homemaker, teacher, and citizen and especially how they might be utilized for our urgent needs in higher education.

The Advisory Council officers for the ensuing year are: Donald P. Cottrell, chairman; B. Othanel Smith, chairman-elect; Elmer J. Clark, William H. Zeigel, and A. C. Moon, representatives to the Executive Committee of the AACTE, and H. Kenneth Barker, recording secretary.

PIXMOBILE® AUDIO-ED
LANGUAGE LABORATORY BOOTH

Designed to accommodate all types of electronic equipment of any manufacturer

- All-Steel Construction
- Maximum Strength and Rigidity
- Outstanding Acoustical Control
- Comfort
- Convenience
- Complete Safety

PIXMOBILE® QUALITY
— the finest available for language laboratory use!

The Pixmobile® Audio-Ed Language Laboratory Booth is designed to provide school systems with flexibility in choosing any type of electronic equipment of any manufacturer. As an educational tool, this furniture was selected by the Wichita Board of Education for one of the largest language laboratory installations in the world. A comparison of features reveals the economy, quality, and long-lasting value of this equipment.

For information and literature, write Dept. A

ADVANCE PRODUCTS CO.
2310 E. DOUGLAS AVE. / WICHITA, KANSAS

New Media Here To Stay, Teacher Educators Agree

"FRANKLY, I have been a little negative about the possibility of teaching machines and closed- and open-circuit television. I have come away from Ann Arbor feeling that finally I can see the great potential in these so-called new media."

"It was a very enlightening and stimulating experience to observe the modification of attitudes that took place as the conference progressed. I was especially impressed with the positive approach demonstrated in assessing the educational value of these newer media."

These were several of the typical participant responses following the National Conference on Teacher Education and New Media, a meeting sponsored by the American Association of Colleges for Teacher Education at the University of Michigan, January 8-11.

The Conference was called under a Title VII NDEA contract to survey the implications of the newer media for the future of teacher education. Attending were representatives from teacher education institutions, the academic disciplines, state and local educational officials, school teachers, audiovisual experts, and psychologists. This broadly representative group was asked to explore not only the possibilities which media present for the training of teachers, but the preparation required of teachers to effectively use these devices in the classroom. They were asked to consider the needed areas of research and to formulate a statement of professional leadership responsibility for evaluating and utilizing media.

Participants were given a rapid survey of the factors involved through workshops, discussion sessions, major addresses, and working papers. Opening the general session was Lloyd Trump with the thesis that a frontal attack on teacher education and new media is needed to produce a coordinated setting for new approaches to quality education. Richard Lewis and Jerrold Kemp, AV experts from San Jose State College, followed with an attractive and highly successful demonstration of audiovisual aids, illustrating the possible roles of the many media of communication in the learning process.

Possibly one of the most interesting developments, as the meeting progressed, was the drift in discussion groups back to the basic concepts of education—redefinition of the role of the teacher, the nature of the instructional process, the question of content matter, etc. One discussant likened this catalytic effect of media inspiring the re-evaluation of primary educational questions to the expansion of potential mathematical theory through the use of computer systems.

Teacher educators appeared concerned with their professional responsibility in the evaluation and planned use of these educational tools. President J. W. Maucker, Iowa State Teachers College, summed up what appeared to be the prevailing sentiment among those present, in the closing statements of his Tuesday address, when he said: "The vital need at this point . . . is acceptance of responsibility for a careful analytic, and experimental approach to the utilization of new media. We should seek to identify their essential characteristics and unique potentialities. We should not be overwhelmed by the glitter and gadgetry. But we should be willing to adapt our teacher education programs, policies, and practices on an experimental basis to learn to what extent and in what manner these new media, singly or in combinations as 'systems,' will enable us more effectively to achieve our educational objectives."

Proper Utilization Is Now Main Question

This view was repeated emphatically by Harry Rivlin, dean of the Division of Teacher Education for the Colleges of the City of New York, when he discarded his prepared manuscript after observing the discussion sessions and stated that the last thing we need at this point is another Great Debate on whether or not new media should be utilized; rather, we must decide *how* we are to use media most effectively in the instructional process, and for *what* purposes.

The positive and enthusiastic response to the Conference has led AACTE to follow up its concern; the organization will request further discussion of the problem during its annual meeting in Chicago, February 22-25. Dr. Rivlin will summarize the Ann Arbor Conference for the institutional representatives in Chicago and will point out the need for a priority listing of suggestions for action on the part of teacher educators nationally.

—SHEILA BUSHKOFF, CONFERENCE SECRETARY

School Master 500 shown with exclusive accessory rewind take-up and semi-automatic slide changer.

SCHOOL MASTER BRILLIANCE CONCENTRATES ATTENTION

School Master Projectors produce brilliant images that command student attention. Children concentrate on the subject matter. They learn faster. They remember longer.

A School Master is made-to-order for schoolroom use ● Entire optical system removes as a unit for cleaning ● Powerful but quiet fan moves a steady stream of air through the projector to dissipate lamp heat and protect filmstrips or slides ● Handles filmstrips or 2 x 2 slides with equal ease and the change from one to the other is accomplished in seconds *without* tools ● Built-in telescoping carrying handle makes it easy to carry from one room to another ● Exclusive accessory Rewind Take-up allows filmstrips to be rewound automatically into storage containers.

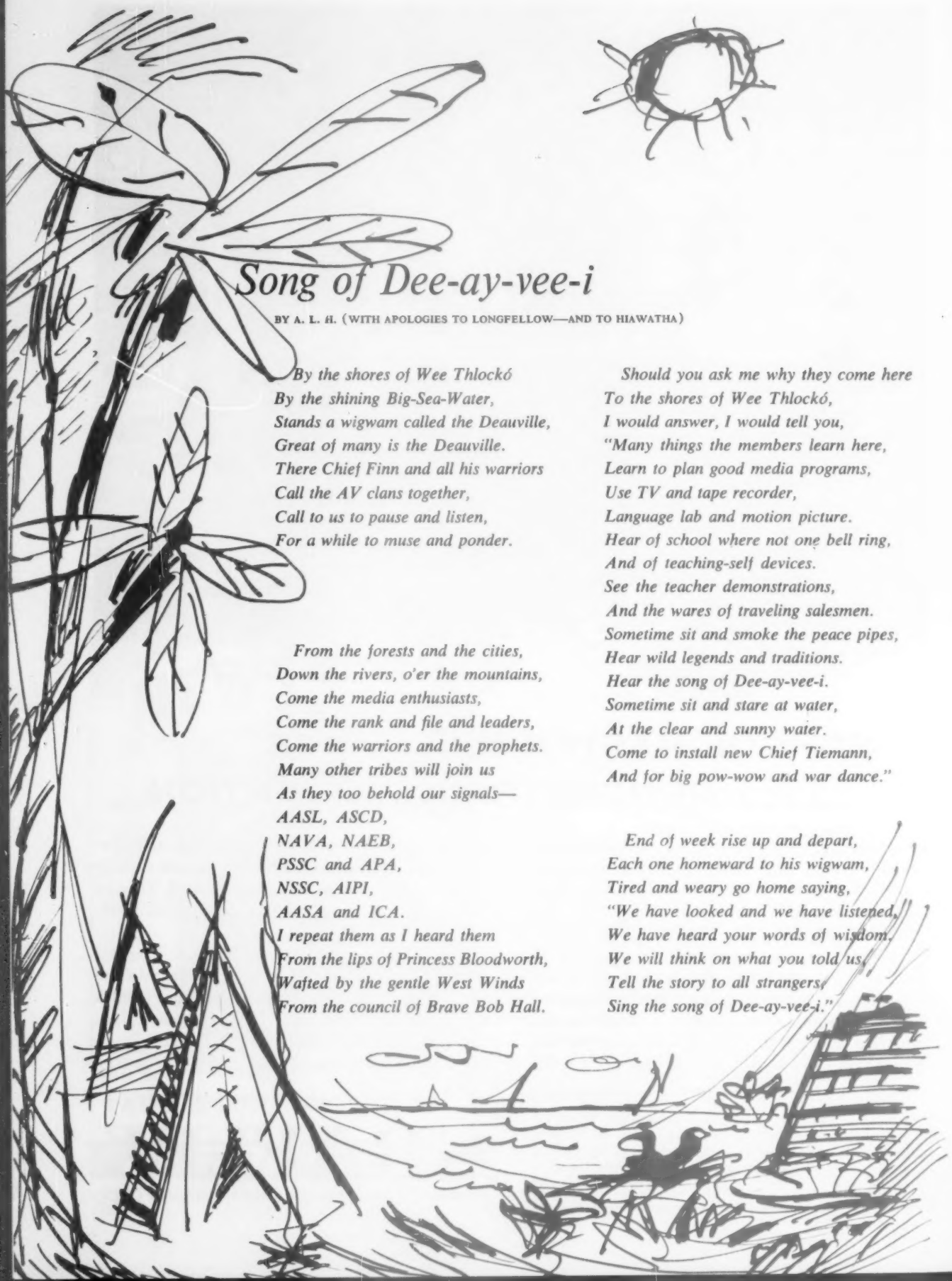
School Masters, available in 500 and 750 watt manual or remote control models, are priced from $84.50. For additional information see your Graflex AV dealer. Or, write Dept. AV-31 Graflex, Inc., Rochester 3, N. Y. A subsidiary of General Precision Equipment Corporation.

Get your copy of the **GRAFLEX AUDIOVISUAL DIGEST**

48-page digest of leading articles of the past three years. Free to AV directors. Others may get copy for 25¢ mailing-handling cost.

*Trade Mark. Prices subject to change without notice.

GRAFLEX®

A SUBSIDIARY OF GENERAL PRECISION EQUIPMENT CORPORATION GP

Song of Dee-ay-vee-i

BY A. L. H. (WITH APOLOGIES TO LONGFELLOW—AND TO HIAWATHA)

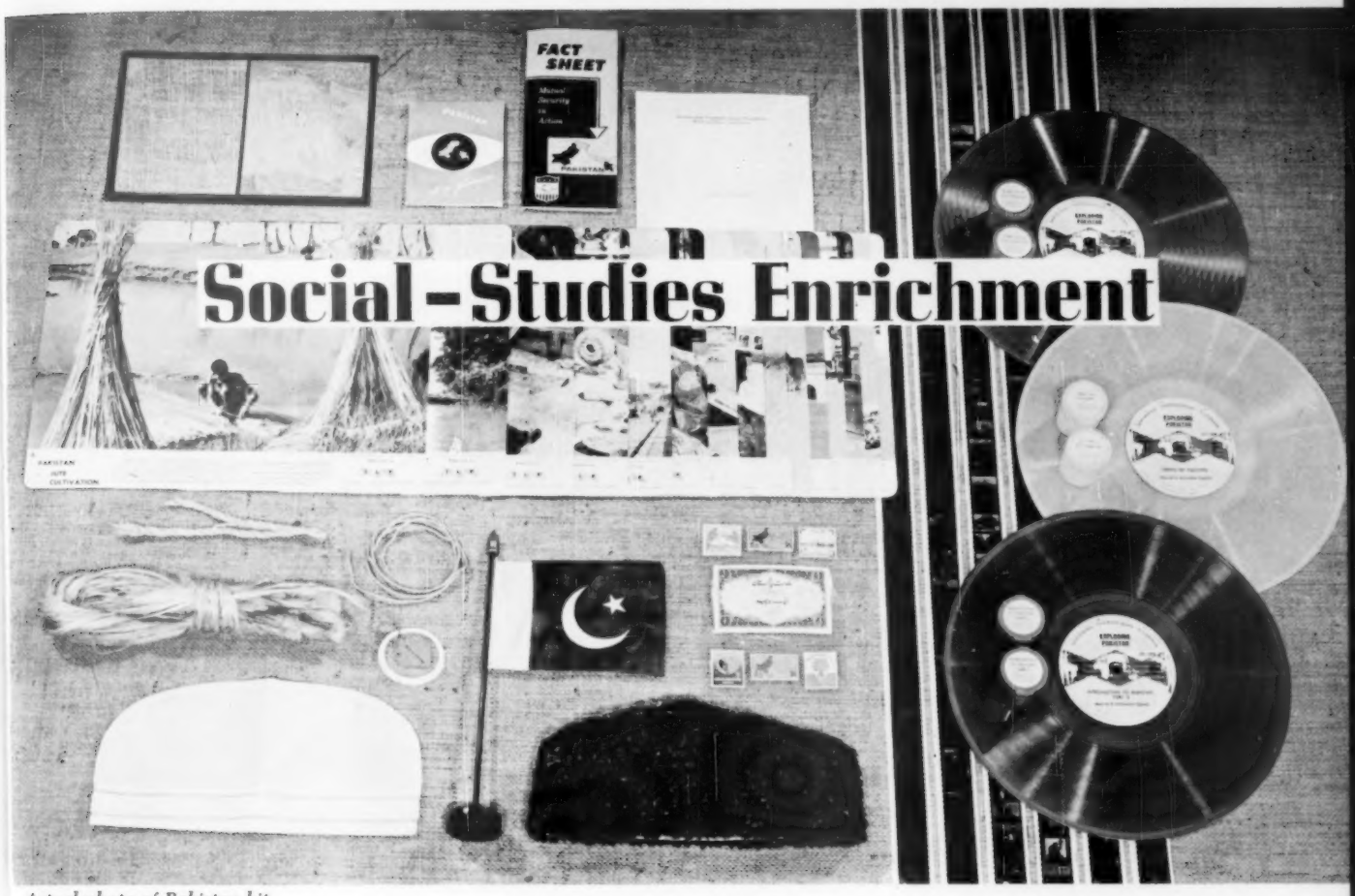
By the shores of Wee Thlockó
By the shining Big-Sea-Water,
Stands a wigwam called the Deauville,
Great of many is the Deauville.
There Chief Finn and all his warriors
Call the AV clans together,
Call to us to pause and listen,
For a while to muse and ponder.

From the forests and the cities,
Down the rivers, o'er the mountains,
Come the media enthusiasts,
Come the rank and file and leaders,
Come the warriors and the prophets.
Many other tribes will join us
As they too behold our signals—
AASL, ASCD,
NAVA, NAEB,
PSSC and APA,
NSSC, AIPI,
AASA and ICA.
I repeat them as I heard them
From the lips of Princess Bloodworth,
Wafted by the gentle West Winds
From the council of Brave Bob Hall.

Should you ask me why they come here
To the shores of Wee Thlockó,
I would answer, I would tell you,
"Many things the members learn here,
Learn to plan good media programs,
Use TV and tape recorder,
Language lab and motion picture.
Hear of school where not one bell ring,
And of teaching-self devices.
See the teacher demonstrations,
And the wares of traveling salesmen.
Sometime sit and smoke the peace pipes,
Hear wild legends and traditions.
Hear the song of Dee-ay-vee-i.
Sometime sit and stare at water,
At the clear and sunny water.
Come to install new Chief Tiemann,
And for big pow-wow and war dance."

End of week rise up and depart,
Each one homeward to his wigwam,
Tired and weary go home saying,
"We have looked and we have listened,
We have heard your words of wisdom,
We will think on what you told us,
Tell the story to all strangers,
Sing the song of Dee-ay-vee-i."

The Vivid Colors and Living Sounds of an Exciting World for . . .



Social-Studies Enrichment

Actual photo of Pakistan kit.

Current events emphasize the immediate need for a better understanding of our neighbors. International Communicatons Foundation, through integrated audio-visual kits, especially packaged, provides a complete teaching aid in full color and authentic sound —a penetrating study of lesser-known nations.

Areas Of Study Covered In Each Kit:

The Nation Today. Geography and History. Arts and Crafts. Industry and Economics. Family Life.

Kits Now Available:

Turkey—$58.00 Iran—$49.95 Pakistan—$45.00 Afghanistan—$29.00 (As a non-profit organization, all prices are at cost plus handling).

Previews available free to schools and educational organizations considering purchase.

Exploring World Cultures in the Classroom

A non-profit foundation established to promote better understanding between nations of the world.

Case and contents of Turkey kit.

Each Kit features:

- Sound-Color filmstrips
- 12" – 33⅓ rpm full-fidelity records
- Sixteen 11" x 14" full-color study prints (except Afghanistan)
- Supplemental literature
- Teacher's study guide
- Artifacts
- Sturdy fiberboard case

International Communications Foundation
9033 Wilshire Blvd., Beverly Hills, California

Please send kit(s) as indicated, with the understanding that they may be retained for 21 days without obligation. If purchase is desired we will advise accordingly.

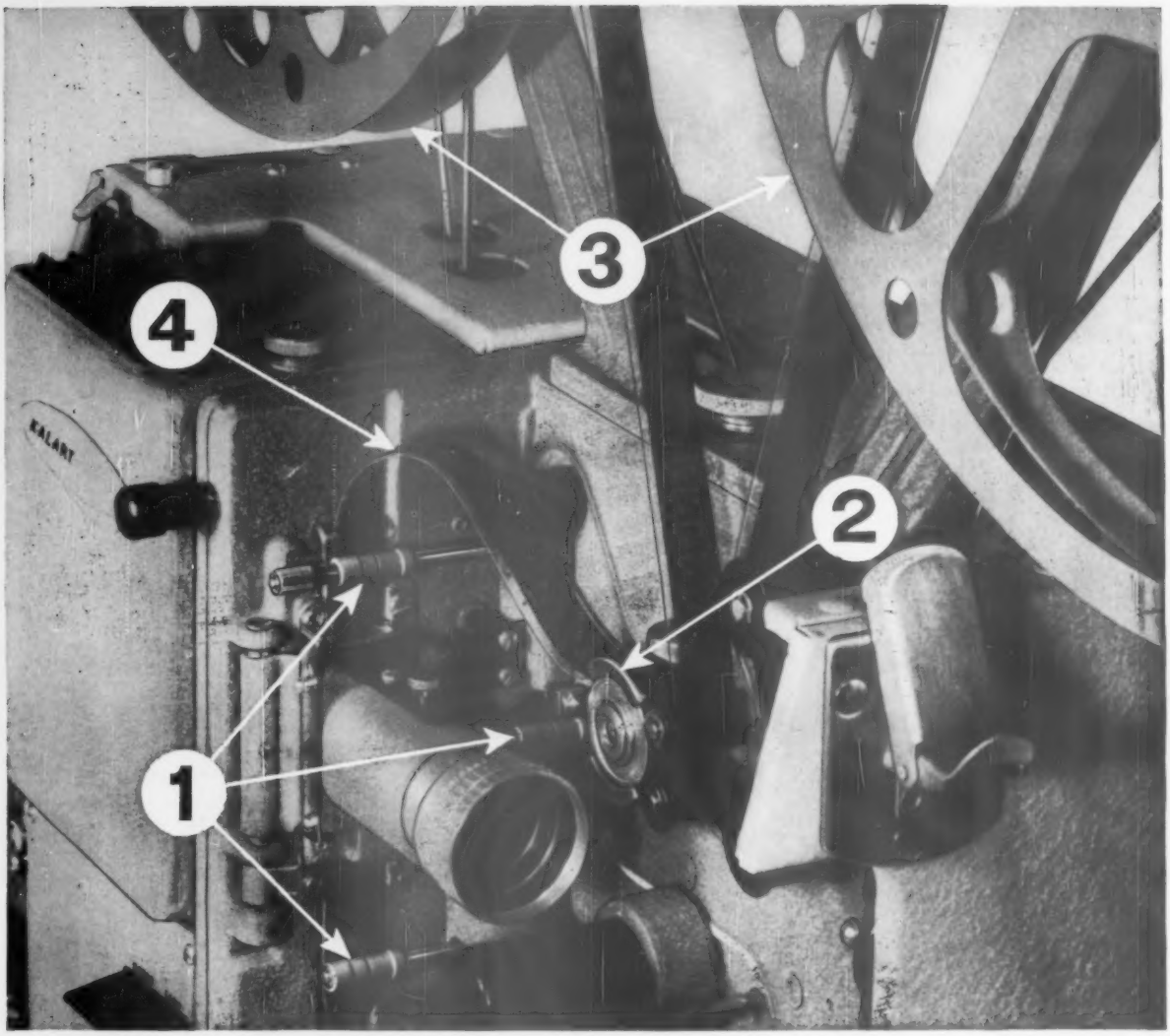
Turkey — $58.00 Iran — $49.95 Pakistan — $45.00
Afghanistan — $29.00

NAME: _____ POSITION: _____

SCHOOL: _____ 61-A

STREET: _____

CITY: _____ ZONE: _____ STATE: _____



HOW TO CHOOSE A PROJECTOR FOR TROUBLE-FREE PERFORMANCE

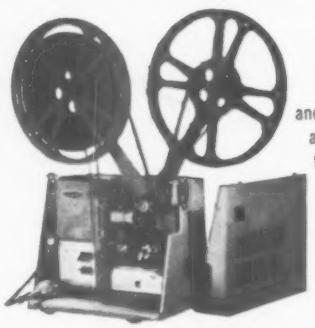
. . . and protect your costly film

1 Look for safety film trips. Film costs money, and nothing offers greater protection against film damage than Victor's Safety Film Trips. Three trips, one at each loop, stop the projector instantly and automatically in film emergencies. Kalart/Victor is the *only* projector to feature Safety Film Trips.

2 Drive sprocket is important. Kalart/Victor projectors have a single large drive sprocket instead of multiple sprockets. This way, film stress is minimal since only one sprocket feeds film into and out of the projector.

3 Check location of reels. With reels mounted on top of the projector, threading and rewinding are easy, and any level surface may be used for projector setup. Kalart/Victor has always featured top-mounted reels.

4 Ask about the offset loop. This is a basic Kalart/Victor design feature. Without it, the above three features could not be built into the projector. In addition, the offset loop makes possible simplified 3-step color-coded threading. It eliminates picture weave with natural side tension at the film gate.



Victor materials and equipment are approved for purchase under the National Defense Education Act.

KALART VICTOR

world's most experienced manufacturer of 16mm projectors

VICTOR ANIMATOGRAPH CORP., DIV. OF KALART, PLAINVILLE, CONN.

FREE BOOKLET

Treasure Chest of Audio-Visual Ideas. For teachers, administrators, school board members, architects. Send now for your copy. Dept. 259